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ABSTRACT

The document presents an in-service training program/workshop for school personnel, on handicapped children and special education. The workshop is presented in modular form and consists of 8 submodules, lasting a total of approximately 10 hours. Submodules presented include terminology in special education, identification of handicapping conditions, introduction to values and attitudes as they relate to the handicapped students, management systems, learning methods, and matching learner characteristics with material characteristics. A list of supplemental material that can be used with the learning methods and materials modules is also provided. (DLS)

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EXCEPTIONALITIES

OF CHILDREN AND ADULTS

A MODULAR APPROACH TO TRAINING EDUCATION PERSONNEL

Developed by

George J. Yard, Ph. D.

and

Midwest Regicnal Resource Center

March, 1978

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FORWARD

This document was sponsored as a support activity by the Midwest Regional Resource Center for the Missouri Department of Elementary and Secondary Education, Division of Special Services. The intent is for the document to be used as a resource for State Education Agencies and local education agencies in training education personnel about exceptionalities of children.

The document will also be provided to the states of Arkansas, Iowa, Kansas, Missouri, Nebraska, North Dakota, Oklahoma, and South Dakota as part of the Midwest Regional Resource Center's resource sharing system.

Sections I through VII and X of this document were authored by George J. Yard, Ph.D. Dr. Yard is an assistant professor with the School of Education, University of Missouri, St. Louis. Sections VIII and IX were developed by the Midwest Regional Resource Center, Drake University, Des Moines, Iowa.

Raymond L. Feltner
Project Director
Midwest Regional Resource Center

Introduction to the In-Service Training Program

Educationally related personnel continue to seek specific information about children with expectionalities.

This In-Service Training Program was designed to satisfy the informational needs but is not intended to be a "cookbook". It is the author's opinion that as mainstream educators learn more about handicapping conditions in children and adolescents they will be better prepared to identify early learning and behavior problems. Those educators will also be prepared to recognize certain differences as mere developmental stages of children and therefore not refer those children to special services programs. Awareness is the key factor in dealing with children. This program therefore hopes to develop that awareness which will subsequently aid children in a more efficient and productive manner. Remember, as we are more aware, we are more positive and positive teachers develop positive children.

SECTION I

OUTLINE FOR
STAFF DEVELOPMENT

OUTLINE FOR STAFF DEVELOPMENT

INTRODUCTION

Purpose and Objectives of Workshop

There are three main purposes to this workshop. The first is to provide specific definitions for terms commonly used in the area of Special Education, and characteristics of specific handicapping conditions. The second is to provide a variety of methods used in the area of developing Individual Education Programs for children identified as needing special help. The third is designed to provide insight into attitudes and change in attitudes toward handicapped individuals.

These modules used in the workshop will provide school personnel with competencies in:

- meaning and understanding of terminology associated with Special Education
- identification of characteristics specific to certain handicapping conditions
- diagnostic and prescriptive teaching techniques that are specifically designed for regular classroom use
- writing individual education plans based on the needs of the child
- interpreting test results that are commonly used to determine achievement levels of students
- using this test data to help develop an IEP
- classroom management and behavior management
- recognizing attitudes held toward exceptional children
- brainstorming ideas to bring about attitude change
- planning implementation of training within the regular classroom
- evaluating plan
- implementation of training

Nature of the Workshop

This workshop is designed in module form. Each module can be used separate from the others. This enables the material to be presented on the basis of the time and needs of an individual district.

The design of the workshop is flexible. It can be presented in four continuous sessions; each session running for approximately two and one-half hours. The material can also be presented using the individual modules and running the sessions over a period of four weeks.

A pre- and post-test is also included in the design. Each session will also be evaluated by the participants. This gives the facilitator a chance to review the presentation according to the group needs.

Portions of the in-service are designed on a lecture basis. These sessions are geared to give the participants a general overview of the topic. From these group presentations, the participants are then asked to utilize this information in a more practical way. These smaller groups can be broken by grade level, subject matter, area of expertise, etc.

In the smaller groups, participants may be asked to list characteristics of a student, giving a brief history of the child. They may be asked to look at a student profile and begin to develop a program utilizing the information from the lecture and in their packet. Other activities done in a small group presentation would be those of brainstorming, constructing objectives relative to long and short term goals, developing an actual IEP, and evaluating the practicability of the IEP.

Workshop Participants:

This workshop is designed for all school personnel. It is most effective when administrators, teachers, and as many other personnel that work with students are able to participate.

Recommended Outcomes:

Based on evaluation data gathered at the initial sessions of this in-service training, it can be expected that approximately 85 per cent of the participants will be expected to react positively to their experience in the training. Conditions for this expectation are that participants do not already have the competencies they are being trained for, have an appropriate expectation of the substance and nature of the training and a desire to be involved in the workshop.

A significant increase can be expected in both "knowing" and "doing" competencies for the training objectives listed.

In the months following the training, it can be expected that participants will become aware of many more needs of their individual students. They should report on increased confidence in dealing with individual needs of students, increased confidence in dealing with problems of program design, the ability to work with others toward these specified goals, and to be able to recognize objectively what they do and do not know about a problem situation.

Setting Up the Workshop:

Setting up for a workshop of this type is not difficult but the effectiveness and success depend on several factors:

1. The participants must be involved from the beginning planning stages. Each building administrator will be asked to survey his staff as to their needs. A list of topics can be presented which will be keyed into particular areas of the modules. From this information it will then be determined if the participants need to go through the entire workshop or if their needs can be met by using one or two of the modules.

2. The facilitator, due to the nature of the workshop, should be (where possible) someone with a background in Special Education. This becomes extremely important in Module I and Module IV. Portions of each of these modules are based on a lecture technique, although they can be modified, if necessary, to a group participation activity. All the modules, however, will

need some facilitation and explanation. Without Special Education experience, a facilitator could have difficulty understanding some of the material and knowing how to respond appropriately to the needs of the participant.

3. Adequate time should be allotted for the arrangement of materials and equipment.

4. It will be necessary to develop an adequate time schedule which has been agreed to by all participants.

Illustrations of possible time schedules:

(a)

	Mon.	Tues.	Wed.	Thurs.	Fri.
3:30 to 5:30	Module I	Module II	Module III	Module IV	Wrap-Up

(b)

	Mon.	Tues.	Mon.	Tues.	Mon.
3:30 to 5:30	WEEK I: Module I	Module II	WEEK II: Module III	Module IV	WEEK III: Wrap-Up Session

(c)

3:30 to 5:30	WEEK I: Module I	WEEK II: Module II	WEEK III: Module III	WEEK IV: Module IV	WEEK V: Wrap-Up

It may not be necessary to use this much time. This will have to be determined by the needs of the district.

5. The physical setting of the workshop is very important. Groups should be set up at tables. This provides them with adequate space to set up their materials. It also provides a less structured setting and promotes more group interaction. Tables and chairs should be easily movable so that the participants may regroup when necessary.

Arrangement of Materials

Following the Introduction, this manual is arranged in the sequence of four modules discussed in the workshop design. Each module begins with a set of objectives and a list of tasks necessary to complete each objective.

Each participant will be provided with a complete set of material. Included in this set of material will be the objectives and tasks necessary to complete each module and an evaluation instrument for the participants to complete after each session.

Participants will also receive a pre-test and answer sheet to complete at the beginning of the first session, and a post-test and answer sheet to complete at the end of the last session.

All other necessary materials such as paper, pencils, etc. will be furnished by the participants.

SECTION II

TERMINOLOGY
IN
SPECIAL EDUCATION

Module I
Sub-Module I

Time: 60 Minutes

Purpose

The activities in Sub-Module I are designed to acquaint the participant with the terminology used in the area of Special Education.

Objective

Given the opportunity to review all the terminology listed in Sub-Module I, the participants will become involved in group discussion of the meaning of the terms. Once the questions concerning this terminology have been discussed, the participants will be given sample definitions which they will then be asked to attach to the proper term.

Example:

John is a twelve-year-old boy that has a visual impairment due to the inability of the two eyes to function together. (Binocular difficulty)

Leader Preparation

For this Sub-Module, it will be necessary for the leader to be familiar with the terminology used in this section and be able to answer or know where to find the answers to particular questions that may be asked by individuals.

The leader will be available for questions during the group discussion and will go through one or two of the sample activities to check the group's understanding of the assignment.

GLOSSARY[1].

Agnosia The inability to obtain information through one of the input channels or senses, despite the fact that the receiving organ itself is not impaired. The medical term is associated with a neurological abnormality of the central nervous system.

Alexia The loss of ability to read because of some brain damage, such as a cerebral stroke. The term also refers to the complete failure to acquire reading skills as well as to a partial or complete loss of these skills through brain damage.

Anomia (dysnomia) Difficulty in recalling or remembering words or the names of objects.

Aphasia Impairment of the ability to use or understand oral language. It is usually associated with an injury or abnormality of the speech centers of the brain. Several classifications are used, including expressive and receptive, congenital, and acquired aphasia.

Apraxia Difficulty in motor output or in performing purposeful motor movements. This medical term reflects an abnormality of the central nervous system.

Auding A level of auditory reception that involves comprehension as well as hearing and listening.

Auditory blending The ability to synthesize the phonemes of a word, when they are pronounced with separations between phonemes, so that the word can be recognized as a whole.

Auditory perception The ability to interpret or organize the sensory data received through the ear.

Basal reader approach A method of teaching reading in which instruction is given through the use of a series of basal readers. Sequence of skills, content, vocabulary, and activities are determined by the authors of the series. Teacher's manuals and children's activity books accompany the basal reading series.

Behavior modification A technique of changing human behavior based on the theory of operant behavior and conditioning. Careful observation of events preceding and following the behavior in question is required. The environment is manipulated to reinforce the desired responses, thereby bringing about the desired change in behavior.

Bibliotherapy The use of reading, particularly the use of characters in books with whom the child identifies, for therapeutic purposes.

Binocular difficulties A visual impairment due to the inability of the two eyes to function together.

Body image An awareness of one's own body and the relationships of the body parts to each other and to the outside environment.

Brain-injured child A child who before, during, or after birth has received an injury to or suffered an infection of the brain. As a result of such organic impairment, there are disturbances that prevent or impede the normal learning process.

Cerebral dominance The control of activities by the brain with one hemisphere usually considered consistently dominant over the other. In most individuals, the left side of the brain controls language function, and the left side is considered the dominant hemisphere.

Clinical teaching An approach to teaching that attempts to tailor-make learning experiences for the unique needs of a particular child. Consideration is given to the child's individualistic ways of learning and processing information.

Closure The ability to recognize a whole or Gestalt, especially when one or more parts of the whole are missing or when the continuity is interrupted by gaps.

Cloze procedure A technique used in testing, teaching reading comprehension, and determining readability. It involves deletion of words from the text and leaving blank spaces. Measurement is made by rating the number of blanks that can be correctly filled.

Cognition The act or process of knowing; the various thinking skills and processes are considered cognitive skills.

Concept An abstract idea generalized from particular instances.

Conceptual disorders A disturbance in the thinking process and in cognitive activities, or a disturbance in the ability to formulate concepts.

Content words (class words or lexical words) Words in a language that have referential meaning, as opposed to words or morphemes with relational value (function or structure words). Content words are roughly similar to verbs, nouns, adjectives and adverbs.

Cross-modality perception The neurological process of converting information received through one input modality to another system within the brain. The process is also referred to as "intersensory transfer," "intermodal transfer," and "transducing."

Delivery systems The various ways of offering educational services to children, e.g., self-contained classes, resource rooms, regular classrooms, etc.

Developmental imbalance A disparity in the developmental patterns of intellectual skills.

Developmental reading The pattern and sequence of normal reading growth and development in a child in the learning-to-read process.

Dyscalculia Lack of ability to perform mathematical functions, usually associated with neurological dysfunction or brain damage.

Dysgraphia Extremely poor handwriting or the inability to perform the motor movements required for handwriting. The condition is often associated with neurological dysfunction.

Dyslexia A disorder of children who, despite conventional classroom experience, fail to attain the skills of reading. The term is frequently used when neurological dysfunction is suspected as the cause of the reading disability.

Dysnomia See Anomia.

Echolalia The parrot-like repetition of words, phrases, or sentences spoken by another person, without understanding the meaning of the language.

Educational therapist A teacher who teaches or treats a child who has difficulty in learning. Specialized materials and methods are used.

Electroencephalograph An instrument for graphically recording and measuring electrical energy generated by the cerebral cortex during brain functioning. It is often abbreviated as EEG.

Endogenous A condition or defect based on hereditary or genetic factors is labeled an endogenous condition.

Etiology The cause or origin of a condition.

Exogenous A condition or defect resulting from other than heredity or genetic factors (such as environment or trauma) is labeled an exogenous condition.

Expressive language skills Skills required to produce language for communication with other individuals. Speaking and writing are expressive language skills.

Figure-ground distortion An inability to focus on an object itself without having the background or setting interfere with perception.

Figure-ground perception The ability to attend to one aspect of the visual field while perceiving it in relation to the rest of the field.

Function words See Structure words.

Grapheme A written language symbol that represents an oral language code.

Homologous This term refers to body structures that have the same origin in different species; e.g., the arm of a man and the wing of a bird. It is also used to refer to crawling by moving the two arms together and then the two legs together.

Hyperkinesis Constant and excessive movement and motor activity.

Hypokinesis The absence of a normal amount of bodily movement and motor activity. Extreme lack of movement or listlessness.

Impulsivity The bahavioral characteristic of acting upon impulse without consideration of the consequences of an action.

Individualized reading The method of teaching reading that utilizes the child's interest; learning is structured through the child's own reading selections using a variety of books. The teacher acts as a consultant, aid, and counselor.

Innate response system The unlearned motor responses that the child has within him at birth.

Inner language The process of internalizing and organizing experiences without the use of linguistic symbols.

Intonation system The linguistic system within any particular language that has to do with the pitch (melody), stress (accent) and juncture (pauses) of the spoken language.

Itinerant teacher A teacher who moves about a school district to several schools and schedules children for teaching periods. Children leave their regular classrooms to work with the itinerant teacher.

Language arts School curricular activities that utilize language, namely: listening, speaking, reading, writing, handwriting, and spelling.

Language-experience approach to reading A method of teaching reading and other language skills, based on the experiences of children. The method frequently involves the generation of experienced-based materials that are dictated by the child, written down by the teacher, then used in class as the material for teaching reading.

Language pathology The study of the causes and treatment of disorders of symbolic behavior.

Lateral confusion See Mixed laterality.

Laterality Involves the awareness of the two sides of one's body and the ability to identify them as left or right correctly.

Learning disabilities (Based on definition provided by the National Advisory Committee on Handicapped Children, U.S. Dept. of Health, Education and Welfare, 1968.) A learning disability refers to one or more significant deficits in essential learning processes requiring special educational techniques for its remediation. Children with learning disabilities generally demonstrate a discrepancy between expected and actual achievement in one or more areas, such as spoken, read, or written language, mathematics, and spatial orientation. The learning disability referred to is not primarily the result of motor, sensory, intellectual, or emotional handicap, or lack of opportunity to learn.

Learning disabilities (cont.) Deficits are to be defined in terms of accepted diagnostic procedures in education and psychology. Essential learning processes are those currently referred to in behavioral science as perception, integration, and expression, either verbal or nonverbal. Special education techniques for remediation require educational planning based on the diagnostic procedures and findings.

Lexical words See Structure words.

Linguistics The scientific study of the nature and function of human language.

Mainstreaming Placing of children with handicaps within the regular education system of the school, particularly in the regular classroom.

Maturational lag A slowness in certain specialized aspects of neurological development.

Memory The ability to store and retrieve upon demand previously experienced sensations and perceptions, even when the stimulus that originally evoked them is no longer present. Also referred to as "imagery" and "recall."

Minimal brain dysfunction A mild or minimal neurological abnormality that causes learning difficulties in the child with near-average intelligence.

Mixed laterality or lateral confusion Tendency to perform some acts with a right side preference and others with a left, or the shifting from right to left for certain activities.

Modality The pathways through which an individual receives information and thereby learns. The "modality concept" postulates that some individuals learn better through one modality than through another. For example, a child may receive data better through the visual modality than the auditory modality.

Morpheme The smallest meaning-bearing unit in a language.

Morphology The linguistic system of meaning units in any particular language.

Noncategorical Refers to a system of grouping handicapped children together within reference to a particular label or category or exceptionality.

Ocular pursuit Eye movement that is the result of visually following a moving target.

Oracy The communication skills of oral language: listening and speaking.

Perception The process of organizing or interpreting the raw data obtained through the senses.

Perception of position The perception of the size and movement of an object in relation to the observer.

Perception of spatial relationship The perception of the positions of two or more objects in relation to each other.

Perceptual constancy The ability to accurately perceive the invariant properties of objects -- such as shape, position, size, etc. -- in spite of the variability of the impression these objects make on the senses of the observer.

Perceptual disorder A disturbance in the awareness of objects, relations, or qualities, involving the interpretation of sensory stimulation.

Perceptually handicapped A term applied to the person who has difficulty in learning because of a disturbance in perception of sensory stimuli.

Perceptual-motor A term describing the interaction of the various channels of perception with motor activity. The channels of perception include visual, auditory, tactual, and kinesthetic.

Perceptual-motor match The process of comparing and collating the input data received through the motor system and the input data received through perception.

Perseveration The tendency to continue an activity once it has been started and to be unable to modify or stop the activity even though it is acknowledged to have become inappropriate.

Phoneme The smallest unit of sound in any particular language.

Phonetics A study of all the speech sounds in language and how these sounds are produced.

Phonics The application of portions of phonetics to the teaching of reading, particularly the teaching of reading in English. The establishment of the sound (or phoneme) of the language with the equivalent written symbol (or grapheme).

Phonology The linguistic system of speech sounds in a particular language.

Primary reading retardation The capacity to learn to read is impaired and no definite brain damage is suggested in the history or neurological examination. Further, there is no evidence of secondary reading retardation (that due to exogenous causes such as emotional disturbances or lack of opportunity). The problem seems to reflect a lack of neurological organization.

Programmed reading A method of teaching reading that uses programmed self-instructional and self-corrective materials.

Psychoeducational diagnostician A specialist who diagnoses and evaluates a child who is having difficulty in learning. A variety of psychological and educational testing instruments are used.

Psycholinguistics The field of study that blends aspects of two disciplines -- psychology and linguistics -- to examine the total picture of the language process.

Readability level An indication of the difficulty of reading material in terms of the grade level at which it might be expected to be read successfully.

Receptive language Language that is spoken or written by others and received by the individual. The receptive language skills are listening and reading.

Resource teacher A specialist who works with children with learning disabilities and acts as a consultant to other teachers, providing materials and methods to help children who are having difficulty within the regular classroom. The resource teacher works from a centralized resource room within a school where appropriate materials are housed.

Semantics A linguistic term referring to the meaning system in language.

Semi-autonomous systems concept of brain function A theory of brain function suggesting that at times a given modality functions semi-independently and at other times the modality functions in a supplementary way with another modality system; at still other times, all modality systems function together as a unit.

Sensory-motor A term applied to the combination of the input of sensations and the output of motor activity. The motor activity reflects what is happening to the sensory organs such as the visual, auditory, tactual, and kinesthetic sensations.

Social perception The ability to interpret stimuli in the social environment and appropriately relate such interpretations to the social situation.

Safe Neurological signs Neurological abnormalities that are mild or slight and difficult to detect, as contrasted with the gross or obvious neurological abnormalities.

Strauss Syndrome A collection of behavioral characteristics describing the child who has difficulty in learning.

Strephosymbolia Perception of visual stimuli, especially words, in reversed or twisted order. The condition may be explained as "twisted symbols."

Structure words (function words, lexical words) Linguistic referents for words of a sentence that show the relationship between parts of the sentence, as opposed to content words. Structure words include these elements of traditional grammar: prepositions, conjunctions, modal and auxiliary verbs, and articles.

Syntax The grammar system of a language. The linguistic rules of word order and the function of words in a sentence.

Tachistoscope A machine that exposes written material for a short period of time. Practice with such machines is designed to improve rate and span of visual perception of words.

Tactile perception The ability to interpret and give meaning to sensory stimuli that are experienced through the sense of touch.

Task analysis The technique of carefully examining a particular task to discover the elements it comprises and the processes required to perform it.

Trial lessons A diagnostic technique to discover how a child best learns. Short lessons are given through the visual, auditory, tactual, and combination approaches. Evaluations of the child's performance on each provides information concerning his learning style.

Visual-motor coordination The ability to coordinate vision with the movements of the body or parts of the body.

Visual perception The identification, organization, and interpretation of sensory data received by the individual through the eye.

1. The Glossary of Terms was developed by St. Louis County Special School District, St. Louis, Missouri, in their work with the Melville School District's "Project Recovery."

SECTION III

IDENTIFICATION
OF
HANDICAPPING CONDITIONS

Module I
Sub-Module II

Time: 120 Minutes

Purpose

The purpose of Sub-Module II will be to give the participants practical application to the exercises completed in Sub-Module I. It will further acquaint the participants in understanding characteristics particular to exceptional children.

Objective

The objective of Sub-Module II is for the participants to be able to identify and write characteristics of a child exhibiting specific behaviors.

Example:

1. John is a twelve-year-old boy who is often oversensitive to remarks made by his peer group and often to the teacher. He daydreams frequently and seldom completes his work.

2. Given a child of this type, how would you describe the child? What types of things would be helpful in learning more about the child?

Leader Preparation

Leader should divide the participants in groups of no more than five. Each group then would have a group leader. Using the information in Sub-Module II the group leader would be responsible for giving examples and leading discussion concerning the identification of problems.

It is suggested that the group leaders be chosen prior to the session and that they read over the information in Sub-Module II. This gives them some idea of the types of questions to ask of the group. It would be helpful if the leaders had some basic knowledge of Special Education, but it is not necessary.

Handicapping Categories and

Their Characteristics.

I. Mental Retardation

II. Behavior Disorders

III. Learning Disabilities

IV. Orothopedically Handicapped

V. Partially Sighted

VI. Blind

VII. Hard of Hearing

VIII. Deaf

STATE OF MISSOURI REGULATIONS

MENTAL RETARDATION

Definitions - Mental retardation refers to significantly subaverage general intellectual functioning which exists concurrently with deficits in adaptive behavior and is manifested during the developmental growth of the student.

1. Mild and Moderage (Educable Mentally Retarded) - Those students who are capable of academic, social, and vocational training but require specialized instruction to realize maximum skill development and meaningful integration into adult society. These students generally perform significantly below their peers of equivalent age, ethnic and cultural background when measured by like standardized instruments of cognitive ability, and adaptive behavior. Traditionally, the measure of the student's intelligence quotient (IQ) provides one of several indications of the student's performance level. Generally, these students perform on formal tests of intelligence and adaptive behavior at a level of one-half to three-fourths that of their normal peers on like standardized instruments.

   It should be noted that it is the policy of the State Board of Education that the determination of a student as mildly or moderately retarded should be made after that student's performance is measured by a series of appropriate tests relative to the level of functioning of his immediate peer group; i.e., the students of that school district or districts similar in cultural and ethnic nature and in the level of educational programs. School Districts should determine the eligibility of each student after consideration of those factors.

Class Development (Mentally Retarded) -

1. It is recommended that students who have been diagnosed as mildly or moderately mentally retarded have maximum opportunity for integration within the regular school program. If separated, their school programs should be of a quality at least equal to that provided for students enrolled in regular classes.

2. The following ancillary services should be given important consideration in program development. In some instances these services may be inherent in the educational programs outlined for the students with mild or moderate mental retardation.

   a. Remedial speech and language, remedial reading, and counseling when necessary should be provided by qualified personnel in addition to the teacher in charge.

b. Prevocational and vocational study areas should be provided for junior and senior high school classes.

c. Adaptive physical education facilities should be provided to students whose condition or circumstances prohibit them from actively participating in regular education classes.

EDUCATIONAL DEVELOPMENT OF THE MENTALLY RETARDED

EARLY 1900's	FEEBLE-MINDED or MORON Can manage self and his affairs	IMBECILE Recognizes hazards but incapable of managing own affairs	IDIOTS Incapable of managing own affairs or any life situations

1916
1937
1960 DEVELOPMENT & REVISIONS OF STANDARD BINET "TESTS OF INTELLIGENCE"

Mental Retardation - "SUBNORMAL INTELLECTUAL FUNCTIONING"

KIRK & JOHNSON STUDY (1962)	SLOW LEARNER 70-75 to 90-95	EDUCABLE MENTALLY RETARDED 50 to 75-80	TRAINABLE MENTALLY RETARDED 25-30 to 50	TOTALLY DEPENDENT 0 to 25-30
EARLY 1970's EDUCATIONAL CLASSIFICATIONS	ACADEMICS INDEPENDENT LIVING VOCATIONAL SKILLS		SELF-HELP SKILLS SOCIALIZATION NO ACADEMICS	TOTAL CARE
GOLDSTEIN, JORDAN and MOSS STUDY (1965*)	MAINSTREAMING the BORDERLINE CHILD 70-75 to 80-95			

* Study indicated that borderline (70+ IQ) students could benefit from regular classes while those functioning at a slower rate would benefit most from special placement.

BEHAVIORAL DISORDERS

DEFINITION

Educationally, the term "behavioral disorder" is used to refer to the child who does not adjust to acceptable patterns of behavior in his school environment to the extent that it interferes with his classroom achievement or that of his classmates.

The child's difficulties in school adjustment patterns may range from withdrawn to acting out behavior. These difficulties may be observed in relationship to academic functioning, social interaction, or inability to attend in various educational settings.

WHY CHILDREN MISBEHAVE

A child desperately wants to belong. If he feels accepted, the child maintains his courage, he presents few problems. He does what the situation requires and gets a sense of belonging through his usefulness and participation. But if he has become discouraged, his sense of belonging is restricted. His interest turns from participation in the group to a desperate attempt at getting personal status. All his attention is turned toward this end; he may get it through efforts on the useless side. There are four recognized "mistaken goals" that such children pursue without being aware of it. It is essential to understand these mistaken goals if we attempt to redirect the child into a constructive approach to social living.

Every action of the child has a purpose. His basic aim is to belong and to find his place in the group or family. A well behaved and a well adjusted child has found his way toward social acceptance by conforming to the requirements of the group and by making useful contributions. The child who misbehaves believes that his actions will bring him significance. He may direct himself toward getting attention, or he may attempt to demonstrate his power. He may seek revenge or display inadequacy in order to be exempted from any task. Stated more simply, the four goals of misbehavior: (Dreikurs, 1968)

A. AGM - Attention Getting Mechanism - to gain attention, to gain recognition, to get service, to keep others busy, to make others feel sorry.

B. Power seeking - to prove his power to defeat adults.

C. Revenge seeking - to get even or to hurt those who hurt him.

D. Assumed or real disability - to display deficiency or inadequacy in order to be left alone. He wants to avoid his deficiency from becoming obvious.

BEHAVIORAL CHARACTERISTICS

A. Is extremely impulsive and/or hyperactive.

B. Demonstrates a short attention span and poor ability to concentrate.

C. Is unable to tolerate normal frustrating situations, i.e., waiting in line to go to lunch.

D. Is destructive with his own, peer's or school property.

E. Is resistant to changing to new activities and in general adjusts poorly to new situations.

F. Cannot be depended on to carry out even minor responsibilities.

G. Appears sullen or withdrawn in a one-to-one relationship.

H. Is very demanding of his teacher and continually seeks her attention and approval.

I. Does not respond to usual verbal praise.

J. Does not respond to usual tangible rewards.

K. Demonstrates no notable motivation to learn in any academic areas.

L. Demonstrates no natural curiosity to his environment.

M. Does not appear to be aware of what is happening around him. Seems oblivious to his surrounding.

N. Sees himself as special or privileged in some way, even in the face of realistic confrontation.

O. Has a generalized sense of inferiority and is unable to speak well of himself in any aspect.

P. Fails to understand the consequences of his own actions.

Q. Does not seem to demonstrate an awareness of right and wrong.

LEARNING DISABILITIES

DEFINITION

In 1968 the Missouri State Board of Education, in order to provide assistance to local districts, adopted the following definition:

> Children with learning disabilities are defined as those children with normal or potentially normal intelligence who, because of some neuro-psychological factor, are noted to have learning disabilities of a perceptual, conceptual, or integrative nature. Children with major sensory and motor deficits such as the blind, the deaf, the cerebral palsied, the mentally retarded, or children whose learning deficit clearly is an emotional origin without concomitant neuro-psychological factors, are excluded from this category as there are already established programs and services to meet their needs. (Missouri Special Education Regulations, 1968)

Conspicuously omitted are handicapped students whose disabilities were primarily associated with:

1. Blindness
2. Deafness
3. Mental retardation
4. Behavior disorders, and
5. Environmental disadvantage

Historically, definitions have excluded the sensory impaired, the socially or environmentally disadvantaged, and the mentally retarded.

The definition for Specific Learning Disabilities adopted by the State Board of Education in 1974 reads as follows:

> Educationally, the term learning disability is used to refer to that student who has near-average, average, or above-average intelligence but who may manifest mild-to-severe difficulty with perception (the inability to attach meaning to sensory stimuli), conceptualization, language, memory, motor skill, and control of attention.

AUDITORY DISCRIMINATION

Definition

Auditory discrimination is the ability to hear likeness and difference in sounds. It is not to be confused with auditory acuity which is the ability to receive and hear sounds.

Observable Classroom Behavior

The ability to discriminate the fine differences between speech sounds is related directly to success in reading and is often associated with articulatory speech disorders. Children with inadequate auditory discrimination skills very often confuse certain similar words, such as "send" and "sand", "bit" and "bet", "pen" and "pin", etc. In addition these children often cannot identify rhyming words and cannot hear likenesses and differences in the beginning, medial, and final sounds of words. Children with deficits in auditory discrimination skills often fail to get spoken assignments and may ask to have the directions repeated. They may also watch the lower part of the face during conversation in an attempt to read lips. These children usually have a very difficult time with the phonics approach to reading and have trouble associating sounds with their visual symbols, which is so important for learning to read and spell.

AUDITORY DECODING OR RECEPTION

Definition

Decoding is the ability to understand the significance of what is seen and heard. It is the obtaining of meaning from sensory stimuli, the receptive understanding of words, gestures and pictures. An auditory decoding disability means that the child does not understand what is heard even though his hearing acuity and the sensory receptive organs are normal.

Observable Classroom Behavior

A child with an auditory deficiency usually does not comprehend the general instructions given to the class by the teacher. He hears -- but the message does not get through. When this happens repeatedly he learns to tune the teacher out. Because he does not understand what he hears, he has poor receptive vocabulary, cannot carry out directions, and cannot identify sounds correctly. Since most instruction is oral, adequate auditory reception and the development of these skills is crucial for general learning.

AUDITORY ASSOCIATION

Definition

Auditory association is the ability to draw relationships from what is heard or the ability to manipulate linguistic symbols internally. It is the central process between receptive language and expressive language, the process of making the association or of relating what is heard to what has been stored and responding in a meaningful way.

Observable Classroom Behavior

The child with a disability in this area does not manipulate linguistic symbols internally; he does not relate well what is heard to what has been stored. He probably has problems with abstract reasoning, showing poor concept formation in verbal response. He may raise his hand and give a foolish answer. This child tends to be very slow to respond. He needs to have time to mull over a question. He may be poor at comprehending directions.

Children with auditory decoding disabilities are often defiant in auditory-vocal association. They may not gain sufficient meaning from what is heard in the first place, and this is what impairs their reasoning about what they hear. (Others may have good auditory decoding abilities but may show a marked deficiency in auditory association.) With a real disability in either of these areas, there should first be a check on a child's hearing acuity; if there is not a problem in acuity, auditory perception should be checked. If disabilities exist in both decoding and association, remediate decoding first.

AUDITORY MEMORY

Definition

An inability to reproduce, verbally or symbolically a sequence of symbols which have been presented orally. This deficit may often include an inability to respond appropriately to verbal instruction.

Observable Classroom Behavior

Child can't respond or responds slowly to verbal commands, he can't relate words, letters, sentences, numbers or events in sequence; confuses the sequence of letters in a spelling word; confuses the order of words when writing or repeating it orally, recognizing a word on one page but not on the next (in respect to this last characteristic the child may need inordinate amounts of review, even after a task was supposedly mastered).

VISUAL-MOTOR ASSOCIATION

Definition

An inability to comprehend or respond to meaningful visual relationships, which may or may not interefere with appropriate motor responses.

Observable Classroom Behavior

Academically - poor concept formation on standardized tests, does not comprehend what he reads but appears to comprehend auditory presentations, symbol or word reversals (example: P for Q or <u>was</u> for <u>saw</u>) or poor sequencing of written productions. Behaviorally - hyperactivity, short attention span, irritability, constantly changing activities, generally poor motor coordination.

FIGURE - GROUND RELATIONSHIPS

Definition

Difficulty in focusing attention on a specific part of the total surrounding stimulation and differentiating that part from the total.

Observable Classroom Behavior

Inattention, inability to keep place in reading and number work, distractibility, difficulty drawing a straight line between boundaries, difficulty in finishing a letter when writing - just keeps going, difficulty finding objects.

POSITION IN SPACE

Definition

Postion in space: the accurate interpretation of an object as being behind, before, above, below or to the side of. The child is unable to recognize the formation and directionality of figures and characters. This ability relates to reading and writing skills in such areas as distinguishing 3 from E, p from q, or on from no.

Observable Classroom Behavior

The concept of position in space is made up of a combination of auditory, visual, tactile, kinesthetic, and to a lesser degree, the other senses. If the senses do not work together properly, a child may not have an accurate perception as to his position in space. He will probably not be able to understand concepts such as up and down. A child with difficulties in perceiving the proper position of an object in relation to his body is likely to perceive b as d, saw as was, and 24 as 42. This, of course, makes it difficult for the child to learn to read, write, spell and do arithmetic.

FORM CONSTANCY

Definition

Form Constancy: The accurate interpretation of an object as being the same in spite of their being sensed in various ways (i.e., being turned, partially concealed, etc.) A person with adequate perceptual constancy will recognize an object, word, letter, or number no matter where he sees it. Perceptual constancy could be defined as "the ability to generalize with regard to visual material; for example, to recognize the word I when I occurs in an unfamiliar context or type face, or to recognize that

$$\begin{array}{r} 3 \\ +2 \\ \hline 5 \end{array}$$ means the same as 3 + 2 = 5.

Observable Classroom Behavior

A child with poorly developed shape and size constancy is not only likely to be made anxious by the general unreliability of appearance in his world, but he will also have major difficulties in academic learning. Although he may learn to recognize a number, letter or word when he sees it in a particular form or context, he may be quite unable to recognize the same symbol when it is presented in a different manner. Such a child is constantly deceived by his senses. A word he knows well in one form or color or size or type of writing or in conjunction with certain other words may appear new to him when presented in another form, color, size or context. For a child with such a disability learning to read or to work with symbols is most difficult.

SPATIAL RELATIONSHIPS

Definition

The perception of spatial relationships is the ability of an observer to perceive the position of two or more objects in relation to himself and in relation to each other. For example, a child stringing beads has to perceive the position of the bead and string in relation to himself as well as the position of the bead and string in relation to each other.

Observable Classroom Behavior

The child who has difficulty perceiving spatial relationships could have trouble with sequential tasks. He may find it impossible to put letters in proper sequence while reading or spelling. For example, he might read the word "string" as "stiring" or spell it "sitnrg." He might have trouble distinguishing between "cold" and "coal", "m" and "n", and "b" and "d". He may be unable to remember the sequence of processes involved in solving problems. This could cause the child to appear inattentive. He probably would have trouble with up, down, front, back, left, and right.

VISUAL MOTOR SEQUENTIAL

Definition

Visual motor sequential is the term that is used to describe the ability to correctly reproduce a sequence of symbols previously seen. A child with a problem of this nature has difficulties in remembering things he has seen in a sequence. Such a child will certainly have difficulties in learning to read.

Observable Classroom Behavior

The child with a learning disorder of a visual motor sequential nature might be expected to have difficulties in writing the alphabet and numbers. He might be observed misspelling even his own name after adequate practice. He may recognize a word one day and not the next.

FINE MOTOR COORDINATION

Definition

Fine motor coordination refers to the ability to synchronize fine muscles and perform detailed motor tasks. A child exhibiting a deficiency in this area usually also suffers a visual problem.

Observable Classroom Behavior

1. Poor quality, erratic written work. This refers to the writing, not necessarily to the content.
2. Clumsy handling of books, materials, smaller items - preverbial "butter fingers" who are "all thumbs."
3. Poor control with art materials, such as in cutting, drawing, or painting.
4. Difficulty with clothing (buttoning buttons, tying shoelaces, etc.)
5. Poor reading skills so far as vision is concerned; for example, frequent arrests of visual sweep across printed line.

GROSS MOTOR COORDINATION AND BODY IMAGE

Definition

Body image refers to the individual's concept of his physical apparatus, and is important in the development of the self-concept. Gross motor coordination involves the functioning of the large muscles and the child's awareness of body parts and their operations.

Observable Classroom Behavior

The frustrations resulting from a poorly developed body image or inadequate gross motor control may precipitate a wide range of problem behavior. However, some behaviors which might be directly related to these problems are:

1. Poor quality to maintain a normally erect position while sitting, standing or walking.
2. A tendency to run into or bump into objects.
3. General "clumsiness," a lack of smooth movement and/or timing, in handling himself or objects.
4. Inaccurate estimation of body size in relation to other people or to inanimate objects.
5. Under or over-reaching.
6. Inability to identify body parts, his own or pictured.
7. Difficulty with imitative movements.

MOTOR ENCODING (MOTOR EXPRESSION)

Definition

A child with a deficit in this area has difficulty in supplying muscular gestures which are appropriate for the manipulation of objects or pictures of objects. He has poor motor coordination and needs special exercises designed to develop large and then small muscle coordination.

Observable Classroom Behavior

Children with problems in motor encoding frequently have difficulty in learning to trace, draw, or write. Their poor coordination makes it difficult for them to imitate others in pantomime type games (e.g., charades, Simon Says, etc.), and they seldom communicate with gestures. In addition, these children often have stiff or restricted body movements, and sometimes lack facial expression and interpersonal responses. This later tendency, along with the tendency for these children to rely heavily on excessive vocalization to avoid acting out a problem, is at times interpreted as being emotional in origin.

SOCIAL SKILLS

Definition

The ability to get along with one's peers. The pupil can relate meaningfully to others and is accepted in both one-to-one and group situations.

Observable Classroom Behavior

Some children come from homes that cannot be reached by existing clinical and psychiatric services. Some parents seem to be unable to cooperate with these attempts to help their child. The school is an important influence in a child's life as the child is in close contact with the teacher. This contact in the classroom and the total school situation can be modified so improvement of interaction within the classroom and even modification of emotional problems can be realized when the child is accepted and learns better interpersonal relationship skills with others. Over-authorative, attention seeking, clowning, testing, pestering, showing off, avoids other children, isolated from peers, clings to adults, plays with younger children or opposite sex, etc., may be some observable signs to be aware of.

LANGUAGE DISORDERS

Language

A language is a system of rules governing the use of symbols for the purpose of communication. There are two primary symbol systems -- verbal language and graphic language. The system includes knowledge of:

Semantics - word meanings, concepts
understanding what is said
Syntax - sentence structure, word order
formation of affirmative, negative statements, questions
Grammar - word forms, verb tense, subject-verb agreement,
plurality, pronoun usage
Phonology - sound system
discrimination and articulation of speech sounds

Language Disorder

An individual with a language disorder is one who demonstrates difficulty with comprehension and expression when compared to mental age level.

Characteristics

Difficulty in seeing relationships, categorizing, classifying.
Difficulty in sequencing ideas and events in relation to time.
Difficulty in following a series of commands.
Lack of spontaneity in verbalization.
Use of telegraphic or brief responses.
Incorrect use of verb tense.
Incorrect use of plurality in noun and verb forms.
Incorrect use of pronouns.
Misnaming or difficulty in word finding.
Difficulty in using or interpreting question forms.
Irrelevant or slow responses.
Difficulty in following directions.
Reduced comprehension of basic concepts and/or use of vocabulary.
Incorrect word order in sentences.
Difficulty with rote memory tasks.
Difficulty in understanding humor.
Difficulty with pretending, play-acting.
Difficulty abstracting.
Difficulty generalizing.

ORTHOPEDICALLY HANDICAPPED

DEFINITION

The term orthopedically handicapped refers to those students who have conditions such as cerebral palsy, spina bifida, muscular dystrophy, congenital defects (such as hydrocophalus, club feet, heart conditions), and adventitious defects (such as poliomyelitis, rheumatoid arthritis, osteomyelitis, hydrocephalus), and other physical defects in varying degrees requiring special adaptation and modification of school facilities and equipment.

Class Development:

1. An evaluation of each student shall be obtained involving information from medical records or reports, psychological evaluation, and classroom teacher diagnosis.

2. Physical, occupational, and speech therapists, plus paraprofessionals who act as attendants and/or teacher aides, should be utilized as necessary.

3. Students who are orthopedically handicapped often need a barrier-free, architectually modified, physical environment. This would include wide doors in all rooms accessible to the students; adjustable chairs, desks, cabinets, blackboards, lapboards, standing tables, etc.; nonskid floors; lowered drinking fountains, modified toilet facilities and play areas; and the elimination of protruding parts over which they might trip.

4. It may be necessary to provide electric typewriters; page turners; book racks; and such other "standard" equipment as a record player; tape recorder; filmstrip and film projector; modified pencil holder, clipboard and helmet; and masking or cellophane tape to help hold papers or worksheets in place.

Orthopedically handicapped students in a regular classroom who demonstrate only mild disabilities might be in the early stages of a disabling disease.

Agencies Serving Handicapped:

Cardinal Glennon Hospital
Children's Hospital
United Cerebral Palsy
Easter Seal Society
Shriner's Hospital
Muscular Dystrophy Association

Considerations

1. Consult with parents and listen to them concerning rest, special diets, discipline, support or protection.
2. Use large primary pencils for cerebral palsied children with poor hand coordination.
3. Use large primary paper for cerebral palsied children if necessary.
4. A book rack or paper taped to the desk helps the child with coordination or strength problems.
5. Be aware of the special child's need for rest or modified physical exercise.
6. The orthopedically handicapped children must, even more than most children, have chairs and desks which are properly fitted.
7. These children may need to be excused to go to the bathroom more frequently than others and it may take them longer.
8. These children may need to eat more or more frequently than other children.
9. These children may need more space, both on the page and the desk.
10. Treat all special children as children - as much as possible.

Terminology - Orthopedically Handicapped

1. Allergens - substance that produces an allergy.
2. Aphasia - the inability to use correct written or verbal language.
3. Ataxia - poor muscle coordination due to brain damage.
4. Athetoid - a type of cerebral palsy in which the individual has continuous involuntary movements.
5. Cerebral Palsy - a disorder of movement and coordination caused by cerebral defect or injury. It is nonprogressive and is not contagious. Occurs in infancy and childhood.
6. Congenital - present at birth.
7. Cystic fibrosis - a hereditary disease which causes productions of large amounts of mucous.
8. Cyanotic - lack of oxygen in blood - blue in color.
9. Muscular Dystrophy - chronic progressive hereditary disease - wasting and shrinking of muscles.
10. Emphysema - swelling of small sacs in lungs.
11. Encephalitis - inflammation of the brain.
12. Epilepsy - central nervous system disorder marked by unusual movements or unconsciousness.
13. Grand Mal - convulsive seizure.
14. Hemiplegia - one side of body paralysis.
15. Hemophilia - hereditary disease where blood fails to clot.
16. Hydrocephalus - excessive fluid in or around the brain.
17. Hyperglycemia - high blood sugar.
18. Hypertension - high blood pressure.
19. Legg Perthes - degenerative disease of hip joint.
20. Lordosis - curvature of spine.
21. Meningocele - congenital opening in spine - nerves protrude and must be corrected surgically.
22. Metastasis - movement of disease to secondary organs.

23. Myasthenia gravis - exhaustion of muscular system, drooping eyelids, throat muscles.

24. Osteogenesis imperfecta - brittle bones.

25. Paraplegia - paralysis of legs.

26. Petit Mal - mild convulsive disorder.

27. Quadriplegia - paralysis of legs and arms.

28. Rheumatoid arthritis - chronic inflammation of the joints.

29. Sarcoma - cancer.

30. Sickle cell anemia - hereditary form of anemia.

31. Spasticity - tense muscles.

32. Spina bifida - same as meningocele.

33. Tremor - shaking.

PARTIALLY SIGHTED

DEFINITION

This term refers to a student whose visual acuity is so limited as to require specific educational compensation of a significant nature in order that the learning needs of the student can be adequately met by the school district. As a general rule, the partially-seeing student evidences a central visual acuity range of 20/70 to 20/200 in the better eye with best correction by glasses.

Class Development:

1. The classroom should be strategically located so that students may have access to all parts of the building.

2. There should be correctly diffused, distributed, directed, and controlled illumination for each individual student to perform without eye discomfort.

3. The nature of the program for the education of the student who is partially seeing is to teach him to use vision properly. Teaching aids and materials especially adapted for use with these students for all curricular areas should be provided.

4. The following services are supportive to the total education of the partially-seeing student and should be made available to him when necessary: guidance and counseling; social work; speech, physical, and occupational therapy; mobility instruction; health services; recreation; part-time work; and possibly referral to Vocational Rehabilitation at the secondary level.

5. The basis for the decision of placement shall include consultation with an opthalmologist or optometrist.

BLIND

DEFINITION

This term refers to a student whose visual acuity is so limited as to require a comprehensive educational program involving compensatory services, including but not limited to large print materials, utilization of recorded materials, mobility training, developmental braille skills, and self-help and daily-care skills development. Legal blindness is generally characterized by a visual acuity of 20/200 or less in the better eye after best correction by glasses or peripheral vision subtending an angle not greater than twenty degrees.

Class Development:

1. The level of development and maturation of the student, and the extent of his compensation for the visual disability shall be the determining factors relative to the type of educational program developed.

2. The room should be strategically located so that students have access to all parts of the building.

3. There should be correctly diffused, distributed, directed, and controlled illumination to enable each individual student to perform without eye discomfort.

4. The student who is blind must rely on listening and on his power of tactual perception; therefore, equipment to develop power in listening and in touch must be provided. Teaching aids and materials adapted for use of the blind in instructional programs in all areas of learning shall be provided.

5. The following services are supportive to the total education of the blind student and should be made available to him when necessary; guidance and counseling; social work; speech; physical and occupational therapy; mobility instruction; health services; recreation; part-time work; and possible referral to Vocational Rehabilitation.

6. The basis for the decision of placment shall include consultation with an opthamologist or optometrist.

HARD OF HEARING

DEFINITION

This term refers to a student whose hearing is impaired to the extent that language, social and/or academic development is restricted to a significant degree educationally but who is not eligible for placement in classes for the deaf. Generally, students who are eligible for placement in classrooms for the hard of hearing exhibit hearing loss in a range from 40 dB to 60 dB (ISO-). In many instances, students will exhibit a mild hearing of 25 dB to 40 dB (ISO), and such students may profit from preferential seating in the classroom with teacher assistance.

Class Development

1. The decision for placement of a hard-of-hearing student into a special class must be predicated on a number of factors such as type of hearing loss, age at onset, intelligence, age at evaluation, extent of prior training, remedication provided, ability to use hearing aids, etc.

2. A preschool hard-of-hearing student needs to participate in a structured language development program during the preschool years. If the student has not received a structured language program and does not exhibit appropriate cognitive skills at school entry age, he should be provided such program prior to integration into a special or regular class.

3. Approvable classes should have electroacoustic auditory training equipment and other specialized materials developed for such classes and should provide instruction in language and speech development and speechreading skills.

4. The eligibility of the student shall be based upon a professional staffing of his total developmental history and needs as they relate to his impairment and his educational, vocational, and social skills. The basis for the decision for admission shall include consultation with an otologist or clinically certified audiologist.

DEAF

DEFINITION

This term refers to students with no hearing or limited residual hearing sensitivity which is not sufficient to enable understanding of spoken language nor to develop language successfully even with a hearing aid without specialized instruction. Two interpretations are noted:

1. An audiological reading indicating a hearing loss averaging 75 to 80 decibels (ISO) or greater across the speech range in the better ear without a hearing aid.

2. An educational interpretation including a hearing loss of 60 to 65 decibels (ISO) across the speech range in the better ear without a hearing aid and an inability to develop language successfully even with a hearing aid without special education.

SECTION IV

MODULE II

INTRODUCTION TO VALUES AND ATTITUDES

It will be the purpose of this Module to assist the participants in identifying their values and attitudes as they relate to the handicapped student.

The first Section of Module II will deal with the training procedures for staff to begin to identify attitudes toward handicapped children.

Included in this first Sub-Module are the following:

A. The School Staffing

1. Those who might attend.

B. Most Effective Method of Staffing.

C. Basic Rules of Emotional Learning.

D. Influencing Emotional Behavior Through Observation of Others.

E. Emotional Characteristics of Children with Learning and Behavior Problems.

These sections will be reviewed and discussed by the participants and used as a resource for the second Sub-Module.

The second Sub-Module deals with various exercises and games that will be done by the participants.

These exercises will give the participants a chance to get in touch with some of their feelings and attitudes toward themselves and others.

The exercises include the following:

1. "What Am I?" questionnaire.
2. "Twenty-Eight Clarifying Responses" questionnaire.
3. "The Reflection Game."
4. "Reflecting Game for Conflict."
5. "Stages of Moral Development."
6. "Attitude Change."

Through the use of these exercises, the participants will better be able to understand what it feels like to be a handicapped student.

SECTION V

VALUES AND ATTITUDES

Module II
Sub-Module II

Purpose

The purpose of this Sub-Module II will be to give the participants practical application in getting in touch with their feelings and attitudes toward themselves and others. It will further acquaint the participants with the feelings that some of their students have and help them understand these feelings.

Objective

The objective of Sub-Module II is for the participants to be able to complete the questionnaires and games and to express what they are feeling and why.

Leader Preparation

It will be the responsibility of the facilitator to explain to the group the questionnaires and the Reflection Game. The participants should be arranged in groups of four for each activity.

It is suggested that the group leaders be chosen prior to the session and that they review all material so that they may assist the participants in the questionnaires and game.

Instructions for the questionnaires and game are as follows:

1. Break into groups of four
2. Read "Who Am I?".
   a. Discuss feelings of yourself and others.
3. Do the "Clarifying Response Questionnaire."
   a. Discuss responses.
   b. Why do you feel the way you do?
   c. What is important to you?
   d. How do you make others feel?
4. Play Reflection Game.
   a. Instructions given by group leader
   b. Material distributed.
   c. Participants respond.
   d. Discussion.

TRAINING EXERCISES

WHO AM I?

by Theron H. Jacobson

I am handicapped--
I AM BAD.
I am poor white trash or black--
I AM BAD.
My mother whips me to make me good--
I AM BAD.
My preacher says the devil will get me--
I AM BAD.
Jusus don't love me--
I AM BAD.
I don't know what that teacher says--
I AM BAD.
I don't understand her so I don't listen--
I AM BAD.
I don't know them funny black marks in my book--
I AM BAD.
I can't make them marks stay on the lines--
I AM BAD.
My teacher puts a paper on my desk--
I don't know what to do--
I do nothing--
I AM BAD.

I make pretty colored marks on the paper (I like my crayons)--
It makes me feel good-
I want to show it to the kid next to me and tell him about it--
I talk--
I marked up my paper--
I AM VERY, VERY BAD.
The kid next to me-- he is good--
The teacher likes his paper--
He went to play with some trucks and blocks--
I want to play with blocks and trucks--
No! I AM BAD.

I marked up my paper--
Blocks and trucks are for good kids--
Bad boys put their heads on their desks--
I AM VERY BAD.
I don't feel good--
I made marks on that kid's paper and threw it on the floor--
It made me feel good--
Now I AM VERY, VERY BAD.

The bell rings-- I can go!
Who am I?
I run--
I shout--
I hit that kid next to me--
I am Negro--
I am poor white trash--
I don't know nothin!--
I don't listen--
I am lazy--
I don't sit still--
I mark on my papers-
I hit kids--
I know who I am--
I am the baddest kid in the room--
Everyone knows it--
I AM SO BAD.

Today the teacher smiled at me!
"Hello-- I like that red shirt!"
I don't say nothin!--
I see some trucks--
I'd like to roll them on the rug--
She don't care--
I roll them and roll them--
That makes me feel so good.
I'll take them blocks and make me a garage for my trucks--
I make me a good garage and put my trucks in it--
I lie on the rug and look at it--
I feel good.
My teacher says, "Tony, you made a good garage--
You used some red blocks.

WHO AM I? (cont.)

Let's count them and see how
many red blocks you used.
1-2-3-4.
Let's see how many wheels are
on that truck--
1-2-3-4.
Tony, you are a smart boy!
You can count."
I feel very, very good.

That kid next to me--
He wanted to make a garage too--
I helped him--
We made a garage--
It was a big garage--
We put a big truck in it--
That boy said we had 2 garages
and 2 trucks--
We used some green blocks--
That boy and me counted--
He helped me count 8 green
blocks--
I FEEL GOOD.

We get some paper--
A big stack is over there where
we can get it anytime we
want it--
We made big colored marks all
over our papers--
it looked pretty!
My teacher said, Tony and Jeff,
you made some pretty
pictures!
Get that roll of tape and we'll
put them up.
I'll write your names with my
big black pencil so every-
one can see!
We have two pretty pictures!"
I FEEL GOOD.

My teacher said, "My, that is good!
Some of these days you can write
all your name--
You are a smart boy.
I'm glad you are in my room!"
She likes me!
I say, "I'll make you 'nuther good
picture better'n that!"
Me and that kid next to me went
out to play.
HE LIKES ME.

Who Am I?
I am a boy--
I am good!
I am Tony--
I am good!
I made a good garage--
I am good!
I counted--
I am good!
I know this is a red shirt--
I am good!
That kid likes me--
I am good!
I made a pretty picture--
I am good!
I know them funny marks says my
name--
I am good!
I made one of them marks--
I am very, very good!
That kid next to me is good, too--
We're 2 good boys--
I'm glad I'm me!

TWENTY-EIGHT CLARIFYING RESPONSES

1. Is this something that you're proud of?
2. Are you glad about that?
3. How did you feel when that happened?
4. Did you consider any alternatives?
5. Have you felt this way for a long time?
6. Was that something you selected or chose yourself?
7. Did you have to choose that; was it a free choice?

8. Do you do anything about that idea?
9. Would you like to give me some examples of that?
10. I'm not sure what you mean by _____. Would you care to define that word for me?
11. What do you think might be the consequences of that idea?
12. Would you really do that?
13. I hear you saying (repeat the statement): is that what you mean?
14. Have you thought much about that idea (or behavior)?

15. What are some of the good things about that notion?
16. What do we have to assume in order for things to work out that way?
17. Is what you express consistent with ...? (Note something else the person said or did that may point to an inconsistency.)
18. What other possibilities are there?
19. Is that a personal preference or do you think that most people should believe that?
20. How can I help you do something about your idea?
21. Have you some purpose in mind for what you are doing?

22. Is that very important to you?
23. Do you do this often?
24. Would you like to tell others about your idea?
25. Do you have any reasons for your choices?
26. Do you think you would do the same thing over again?
27. Do you think people will always believe that?
28. Have you thought about some of the reasons... etc., etc.?

THE REFLECTION GAME:
LISTENING AND UNDERSTANDING IN PAIRS

Introduction

Have you ever had something on your mind that you wanted to think out with somebody, but didn't want advice?

or additional ideas?
or criticism?
or reassurance?
or agreement?
or denial?

Have you ever wanted someone to just listen and understand?

Have you ever felt that advice or suggestions were additional pressure, when you had all the pressure you could cope with already?

If your answer is "yes" to many of these questions, the game is for you.

How to Play

1. If you have something on your mind which you want to talk about without pressure, advice, or criticism, approach a friend that you know to be understanding and ask if he will play the game as facilitator, with you taking the role of focus. If he agrees, have him read the rules and set a time for playing the game.

2. The focus talks about his problem while trying to explore all his feelings, all his thoughts, and all the facts concerning it.

3. The facilitator shows that he understands and respects and appreciates not only the words of the focus, but his feelings, his situation and his point of view--by reflecting back to the focus his understanding and respect for what the focus communicates both verbally and non-verbally.

Suggestions for the Focus

Often when we talk about something, we merely reel off old ideas, old feelings, old perceptions. When we do this, there is a kind of mechanical deadness in our discourse. Our old perceptions, old ideas, and old feelings no longer fit us. If we are truthful, we would like to escape from the prison of our old selves and talk about what we really feel and think now. Hence the following suggestions:

1. Talk about what you really feel <u>now</u> concerning the topic.

2. When you say something, listen to what you say, and if it doesn't fit how you now feel, change it.

3. Talk about how you really think, and what you really believe now. If what you think or believe contradicts old thoughts or beliefs, change them.

4. Listening carefully to the reflections of the facilitator will help you do 1, 2, and 3.

5. When you talk about other persons, talk about how they make you feel or consider how they must be thinking and feeling.

6. Do not pigeonhole, categorize, or stereotype others by labeling.

Evaluation Sheet for Focus

If the evaluation sheets are used, both the focus and facilitator should fill out both evaluation sheets separately. Afterwards they are to compare results and discuss. If you want to save the evaluation sheets, use a different sheet of paper.

Evaluation of Focus

Mark where on the continuum the focus person fell.

1. The focus person gave his own true perceptions, thoughts and feelings.

   Not at all _____ very much

2. The focus person was willing to explore and go into his feelings even when this was difficult.

   Not at all _____ very much

3. The focus person was willing to look at and explore the facts in the situation.

   Not at all _____ very much

4. The focus person was willing to confront contradiction

   in feeling:

   Not at all _____ very much

   in values:

   Not at all _____ very much

   in behavior:

   Not at all _____ very much

   in thought:

   Not at all _____ very much

5. The focus person expressed his feelings and his thoughts together rather than in isolation.

   Not at all _____ very much

6. In talking about others, the focus stated:

either: A. how they made him feel without projection, interpretation, or labeling.

Not at all _____ very much

or: B. he attempted to understand how others were feeling from the inside.

Not at all _____ very much

After the focus and facilitator have finished filling out both sheets, they critique the process. First, they discuss in general how it went. Secondly, they compare how they marked their sheets, and discuss their answers.

Suggestions for Facilitator

1. Try to put yourself in the focus' place. Try to think, feel, and see from his point of view.

2. Be sensitive to voice, tone, facial expression, gesture, and posture as well as the words that the focus says.

3. Show that you understand and respect the words, feelings, and point of view of the focus.

4. Convey your understanding, respect and interest not only with words, but by your whole being.

Evaluation Sheet for Facilitator

1. Check one or more.

   A. The facilitator showed he understood and respected the thoughts, feelings, and point of view of the focus.

   B. Sometimes the words of the facilitator showed understanding, but the tone showed:

      1. Disinterest
      2. A critical, judgmental attitude
      3. A cold uninvolvement
      4. An overly solicitous concern.

   C. The facilitator frequently interpreted or changed what the focus said.

   D. The facilitator understood things from his own point of view. He seemed unable to penetrate the focus' point of view.

   E. The tone of the facilitator was:

      1. Accepting
      2. Warm.

   F. The facilitator reflected through his tone of voice and expression the feelings as well as the thought of the focus.

Reflecting Game for Conflict

Introduction

1. Have you ever gotten into a relationship where both you and the other person felt that you could not make yourselves understood no matter how hard you tried?

2. Have you ever found that in these circumstances, bringing up the subject, instead of leading to more understanding, leads to more conflict, less understanding, withdrawal, and confusion?

The second form of the reflecting game is designed to help this kind of situation.

Rules

1. Two people who are in conflict get together to play the game.

2. It is helpful if a third person who knows the rules be present to act as a referee. He helps to enforce the rules and keep the process going.

3. The two players take turns being focus and facilitator.

4. A turn at the minimum will consist of several exchanges and may last as long as one or two hours.

5. The focus will make a statement as clearly and honestly as he can.

6. The facilitator will try to reflect it (not interpret it) to the satisfaction of the focus.

7. If the focus is satisfied, he may make another statement. If not, he will help the facilitator repeat hsi reflection until he can do it without distortions.

STAGES OF MORAL DEVELOPMENT

A. PRECONVENTIONAL LEVEL

At this level, the child is responsive to cultural rules and labels of good and bad, right or wrong, but understands these labels either in terms of the physical or the hedonistic consequences of action (punishment, reward, exchange of favors) or in terms of the physical power of those who make up the rules and labels. The level is divided into the following two stages:

Stage 1: The punishment-and-obedience viewpoint. "Might Makes Right"

The physical results of action determine its goodness or badness, regardless of the human meaning or value of these results. Avoidance of punishment and unquestioning deference to power are valued in their own right, not in terms of respect for an underlying moral order supported by punishment and authority (the latter being Stage 4).

Stage 2: The instrumental-relativist viewpoint. "You-Scratch-My-Back-I'll-Scratch-Yours"

Right action consists of that which instrumentally satisfies one's own needs and occasionally the needs of others. Human relations are viewed in terms like those of the marketplace. Elements of fairness, of "turn-about," and of equal sharing are present, but they are always interpreted in a physical, practical way. Reciprocity is a matter of "you scratch my back and I'll scratch yours," not of loyalty, gratitude, or justice.

B. CONVENTIONAL LEVEL

At this level, keeping up the expectations of the individual's family, group, or nation is seen as valuable in its own right, regardless of immediate and obvious results. The attitude is not only one of conformity to personal expectations and social order, but of loyalty to it, of actively maintaining, supporting, and justifying the order, and of identifying with the persons or group involved in it. At this level, there are the following two stages:

Stage 3: The interpersonal concordance of "good boy--nice girl" viewpoint.

Good behavior is that which pleases or helps others and is approved by them. There is much conformity to standard images of what is majority or "natural" behavior. "But Mom, everybody's doing it." Behavior is frequently judged by intention -- "he means well" becomes important for the first time. One earns approval by being "nice."

Stage 4: The "law and order" viewpoint.

There is acceptance of authority, fixed rules, and the maintenance of the social order. Right behavior consists of doing one's duty, showing respect for authority, and maintaining the given social order for its own sake.

C. POSTCONVENTIONAL, AUTONOMOUS, OR PRINCIPLED LEVEL

At this level, there is a clear effort to define moral values and principles that have truth and application apart from the authority of the groups or persons holding these principles and apart from the individual's own identification with these groups. This level also has two stages:

Stage 5: The social-contract, legalistic viewpoint.

Generally with practical overtones. Right action tends to be defined in terms of general individual rights and standards which have been critically examined and agreed upon by the whole society. There is a clear awareness of the inter-relatedness of personal values and opinions and a corresponding emphasis upon procedural rules for reaching agreement. Aside from what is constitutionally and democratically agreed upon, the right is a matter of personal "values" and "opinion." The result is an emphasis upon the "legal point of view," but with an emphasis upon the possibility of changing law in terms of rational considerations of social usefulness (rather than freezing it in terms of Stage 4 "law and order"). This is the "official" morality of the American government and constitution.

Stage 6: The universal-ethical-principle viewpoint.

Right is defined by the decision of conscience in accord with self-chosen ethical principles appealing to logical usefulness, universality, and consistency. These principles are abstract, and ethical (the Golden Rule, the categorical imperative); they are not concrete moral rules like the Ten Commandments. At heart, these are universal principles of justice, of the reciprocity and equality of human rights and of respect for the dignity of human beings as individual persons.

STAGE CHARACTERISTICS

1. Individuals are consistent at each stage.
2. Movement is always forward, never backward (except under extreme stress).
3. Movement is always to the next stage UP (individuals never skip stages).

4. Higher level thinking includes lower level thinking.
5. Individuals tend to function at the highest stage available.

Kohlberg's research suggests, then, that human progress leads naturally toward the higher levels and that facilitating or helping that progress is beneficial to society.

Being aware of the next higher level of development brings with it, dissatisfaction with the present level and encourages growth upward. Awareness is a product of the valuing process and is part of the answer to the question: "Why should we clarify values?"

ATTITUDE CHANGE

The following guidelines are offered in the spirit of healthy give-and-take strategy sessions:

1. If you lose your temper, you'll lose your point.
   If it does happen, apologize and begin again, but don't destroy the apology with an accusation: "I'm sorry I got angry but you shouldn't have..." This is ineffective. Try, "I'm sorry I got angry. Let me try to say how I feel another way..."

2. Don't expect immediate rewards.
   It may be days, weeks, or months before you see any effect from these activities. Consider some of your own learning and remember how much time and experience went into its development.

3. Be ready for "failure."
   It may simply take time for trust levels to rise enough so that students can feel secure within the school environment.

4. Apologize when you're wrong, even on a small point.
   Students often see apologies as admissions of weakness or of losing. When an apology is appropriate, it's a matter of strength.

5. Graciously acknowledge the significance of another's point of view.
   For them to be acceptant toward your feelings and views, you must receive theirs with openness and consideration.

6. Facts are not opinion.
   Remember that the ability to separate fact from opinion is the mark of a clear mind and reflects intellectual integrity. The false presenting of opinions as facts is usually the technique of one who desperately needs to "win."

7. State your point but don't devastate.
   If you don't know, say so. It's still a widely held myth that teachers are supposed to know everything. "Know-it-all" students rarely come from parents who can easily say, "I don't know so let's find out."

8. Use "I messages" not "You messages."
   Listen to the difference: "You never do what you're told. How many times must I remind you, etc..." and "I really feel frustrated and angry when I have to keep reminding you about this. How can we work this out?" Which would you prefer to have said to you?

It has been the purpose of this module to get you in touch with your values, attitudes and feelings toward others and yourself.

We hope that you have been able to feel the problems of a handicapped student and will be better able to deal with these problems.

We also hope that through these exercises, you have learned techniques and methods for establishing better working relationships with your own peer groups.

SECTION VI

SUB-MODULE I

VALUES TECHNIQUES

STAFF

TRAINING

Module II
Sub-Module I

Purpose

The activities in Sub-Module I are designed to deal with specific staff training procedures. These procedures are designed to acquaint the participants with basic staffing procedures and staff attitudes.

Objective

Given the opportunity to review the school staffing procedures, the participants will become involved in group discussion of the various staffing procedures, most effective methods for conducting staff, emotional involvement and the emotional characteristics of children with behavior and learning problems.

Leader Preparation

For this Sub-Module, it will be necessary for the facilitator to be able to involve the group in disucussion on their feelings and how they perceive the handicapped students in the classroom.

Recommended Schedule

7:00 - 7:15 p.m.	Introduction
7:15 - 7:50 p.m.	Student's Attitude Development Handouts Discussion
7:50 - 8:00 p.m.	Break
8:00 - 8:50 p.m.	Techniques for Attitude Change Presentation Group Experience 1. Questionnaire 2. Games
8:50 - 9:00 p.m.	Wrap Up

These are just suggested times; they can be revised to meet the needs of the staff participating in the training.

STAFF TRAINING PROCEDURES

THE SCHOOL STAFFING

A staffing is a meeting of persons who are interested in and involved with a student who is experiencing difficulties in school for the purpose of sharing information and insights and developing a helping plan.

Those who might attend include:

1. Teachers who have regular contact with the student
   a. Classroom teachers
   b. Special teachers
2. Principal(s)
3. Counselor
4. School social worker or psychologist
5. Parent(s)
6. Nurse
7. Any other person who can be helpful

The staffing is most effective if:

1. It is held at a time when all those involved with the student can attend without feeling rushed.
2. One person takes responsibility for being sure that a helping plan is developed and repeated so that everyone understands it. Often this is done by the counselor or principal.
3. A follow-up staffing is scheduled to evaluate the plan and revise it if necessary.

A. Some Basic Rules of Emotional Learning

1. When a neutral event is paired frequently with any other event which produces an emotional reaction, this neutral event presented alone will eventually begin to produce the emotional response.

   What to do:

   1. Decide which event produces an emotional response you desire.
      Ex: Candy brings a smile.

   2. Identify a neutral event which you wish would produce this same emotional response.
      Ex: Mother's hug.

   3. Arrange for the simultaneous pairing of these two events on a number of occasions. As a result of these pairings, the neutral event presented alone will begin to produce the emotional response.
      Ex: Mother's hug brings a smile.

2. Neutral events come to control emotional reactions, both pleasant and unpleasant, after being associated many times with other events which produce these reactions.

3. The more intense the emotional reaction, the fewer the number of pairings required for the development of a new conditioned cue which will produce the emotional reaction.

4. The larger the number of associations between an emotionally provoking event and an initial neutral event, the stronger the relationship becomes between the new conditioned event and the emotional response.

B. Reducing Undesired Emotional Behavior

1. Repeated presentation of the event or object that controls the undesired emotion in an atmosphere of relaxation or pleasure will help to reduce that emotion.

   Ex: Excessive fear reactions may be reduced by exposing the child to the fear object at times when he is experiencing positive emotionality.

C. Influencing Emotional Behavior Through Observation of Others

This learning occurs in the following pattern:

1. The child observes someone he is involved with engage in some emotional behavior.

2. The child becomes emotionally aroused as a result of this observation.

3. The situation the child is in at the time becomes associated with this emotional arousal.

4. After a few pairings (adult's reaction and child's reaction), the situation will come to arouse in the child the same kinds of behavior and emotions that he observed in the adult.

   Ex: If the parent exhibits fear of thunderstorms in the presence of the child, the child will become fearful of thunderstorms too.

D. Emotional Characteristics of Children with Learning and Behavior Problems

1. The child has fewer experiences being successful and reinforced with a range of tangible and social rewards. As a result, less emotional learning involving positive feelings has occurred. There are fewer things that he likes, has fun with, approaches, or make him feel good.

2. There are more conditioned stimulus events in the child's environment which produce negative emotionality. Many of these events are associated with typical school routine.

3. There is a greater likelihood that the child will engage in intense and disorganizing episodes of negative emotionality or aggressive behaviors.

4. The usual events which produce positive emotional responses in most children, or which are neutral, may in fact become cues for negative emotional reactions.

5. Minor sources of irritation or frustration may produce unusually strong emotional reactions.

6. There are fewer positive self-referents depicting emotional reactions. The child is less likely to report such feelings as "I like myself," etc.

7. There are more negative self-referents depicting emotional reactions.

8. There are more negative and fewer positive referents towards others and things depicting emotional reactions. The child is likely to report such feelings as "I don't like that," "I hate you."

9. The child may have a more limited range of emotional reactions or he may demonstrate difficulty in discriminating the appropriateness of various emotional reactions. He may laugh or cry at the wrong time, etc.

(Condensed from Children With Learning and Behavior Problems by William I. Gardner)

SECTION VII

MANAGEMENT SYSTEMS

Module I
Sub-Module I

Time: 1½ hours per session

Purpose

The purpose of Sub-Module I is to provide regular staff of a local education agency with skills in the areas of identification of classroom behavior, awareness of their own behavior, use of discipline, and communication skills.

Objective

The objectives of Sub-Module I are for the participants to be able to have a working ability to complete the following:

1. Set positive attitudes and expectations.
2. Set curriculum at the level which provides successes for the student, while, at the same time, providing some challenge.
3. Be able to use Surface Management techniques.
4. Be able to list strengths and weaknesses of individual students.
5. Be able to alternate desirable activities with less desirable activities as determined when listing the student's strengths and weaknesses.
6. Be able to determine activities which are incompatible with inappropriate behaviors listed under weaknesses.
7. Be able to present incompatible activities at times when the inappropriate behavior is most likely to occur.
8. Having set the child's environment to encourage appropriate behaviors, positively reinforce these behaviors as they occur so that they are most apt to occur.

Leader Preparation

This is an extremely important module. It will give participants concrete suggestions as to dealing with behavior that is considered inappropriate and a hinderance to academic progress.

It is suggested that for this module the facilitator be someone who has had experience in setting up some type of behavior management system.

Included in this section will be specific outlines that can be used to complete the objectives of the module.

Materials Needed

Facilitator will need:

1. Copies of outlines presented
2. Blackboard
3. Activity sheets

Participants will need:

1. Activity sheets
2. Pencils
3. List of positive classroom rules

(SESSION I)

DISCUSSION ON DISCIPLINE

(Outline for Facilitator)

I. Introduction
   A. Name
   B. Background
   C. Experiences

II. Philosophy (Random Thoughts)
   A. Definition's (Exercise)-Review from previous workshop
      1. What is the difference between discipline/behavior management?
      2. What is discipline? --a process whereby certain relationships are established. A way of behaving, conducive to productive ends.
         a. It must be taught
         b. It must be learned (or) internalized
      3. Why do we discipline? "to provide for social order and individual productivity."
   B. Consistency -- If we maintain that discipline is a process that must be (a) taught, and (b) learned
      1. One principle we should teach is: "When one does nice things -- nice things happen to you -- when you do bad things -- bad things happen to you." How many ways can we violate or distort this principle, by not being consistent?
         a. Do nice things -- bad things happen
         b. Do bad things -- nice things happen
         c. No matter what you do -- bad things happen
         d. No matter what you do -- nice things happen
         e. Do nice/bad things -- nothing happens

         Examples: Grandma's law -- we all want to be liked. These things are taught -- sometimes we are teaching what we don't want to teach (inconsistency)

         Example: "give in" or "bend this once." The question of discipline is not one of strictness or permissiveness but one of cause and effect relationships Consistency is the key issue.

         Example: Think about aspects of our daily routine -- learning, bathing, dressing, going to work, etc.
   C. Positive Reinforcement/Feelings
      1. Society teaches us to negatively reinforce expectations (bad)

      Exercise --
      a. Write down all inappropriate and/or undesirable behaviors in children!
      b. Write down all the good behaviors!

      Discuss the list of differences, which usually points out that teachers look for inappropriate behaviors in children.

      Example: Dad and daughter (babysitting)

      c. Take list and: (a) put into behavioral terms (b) next to each one, write down its incompatible behavior

      Reason -- Is to try to establish a positive approach (mind-set)

      Example: (1) positive anecdotal notes (2) try going one complete day doing only positive reinforcement

      Hand out -- Basic principles for making anecdotal records.

2. Love all children -- "Teachers" we discipline only those people we care about; others we leave alone.
3. Mutual respect -- respect is most important and it must be gained, not demanded.

D. Responsibilities
1. What is the teacher's responsibility? (a) to teach? Why?
2. What is the student's responsibility? (b) to learn? Why?
What occurs if neither are responsible?
What occurs if only one side is responsible?
What are the implications for responsibility?
Example: Teachers (a) "social worker type" (b) "authoritarian-type" (c) "good ole-Joe type"
How can responsibilities be shared, delegated or given to whom they belong?
Do we structure responsibilities?
Example: decision-making by class - acceptable give-and-take negotiation -- P.P.C/T. Community
Responsibilities instill -- (1) positive feelings (2) investment and commitments (3) motivates (4) successfulness

III. Strategies -- Strategies of discipline are like teaching methods, not one best method. Must shape each strategy to each one's personality? People always looking for that "sure-fire" cookbook -- How to Do -- Gimmicks -- Not available -- What works for one, won't work for another!
Example: punching bags in classroom
Remember -- "Discipline is work" -- "Discipline is constant work" "Discipline is creative work" -- "Discipline is spontaneous work" -- "Discipline is thankless work" -- "Discipline is part of a teacher's job."
Competition is always involved -- it is the American way! "One-upmanship"

A. Experiences -- What would you like to have for the topics of discussion (within this area) for the next time!
1. By yourself -- select what you want as topics for the next two sessions!
2. In small groups -- come up with topics ( ) for the next sessions.
3. Total group -- (something)

References

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Goodwin, D. L. & Coates, T. J. Helping Students Help Themselves. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1976.

Madsen, C. H. & Madsen, C. K. Teaching/Discipline (2nd Edition). Boston: Allyn & Bacon, Inc., 1974.

SESSION II

(OUTLINE FOR FACILITATOR)

I. Review

A. Definition - "Discipline is a process whereby certain relationships are established. A way of behaving, conductive to productive ends."

1. It must be taught.
2. It must be learned.

This provides for social order and individual productivity.

B. Consistency -- "Discipline is not a question of permissiveness or strictness, but one of cause-effect relationships."

Guide principle -- "Do nice things, nice things happen; do bad things, bad things happen to you."

C. Positive Reinforcement/Feelings

Society needs to reinforce negativity. We need to look at the positive instead of attending to "bad" behavior, give positive attention to "good" behavior!

Expectations -- Expect them to be bad.

D. Responsibility -

What is T. responsitility?
What is S. responsibility?
How can this be shared?

E. Strategies -

1. Must have one.
2. No "one best method."

II. New Material

A. Child's History -

We are prone to look at a child's history to explain his present behavior.

1. Too often, we view this as having solved the problem.

Example: "slow scores on tests"
"family problems"
"lower SES status"

2. We have a reason (cause) but Johnny continues to have the problem!

   a. Must change this behavior cycle.

B. Behavior

1. Have class define it!
"Behavior refers to anything a person does, says, or thinks that can be observed."

Persons
Dead-man's test -- "if a dead (person) can do it, it's not behavior."
Example: "sitting still"

So -- a specific behavior is anything a person does that can be observed and measured.

(Specificity - is a key)

2. Behavior change must be based on a reason!

Example: pleasure, approval, satisfy desires, avoid unpleasantness, teacher sanity, etc.

Teacher's job is to structure environment for effective learning experiences.

Research has demonstrated that subject matter can be:

a. geared to individual student's level.
b. presented in logical sequence.
c. give appropriate feedback for correct/incorrect responses.
d. reward for successfulness.

Thus -- if children are to learn, we must know:

a. precisely what they are to learn.
b. how to teach it.
c. how to determine if they have learned it!

C. Methodology

Behavioral analysis - this method (by Lindsley) has four principles for the teachers to follow:

1. Pinpoint:

   a. Be explicit in the behavior to be eliminated or established.
   b. It must be observable and measurable.

2. Record:

   a. Establish a precise (baseline) record in time intervals (seconds, minutes, etc.)
   b. Be accurate (do not guess)
   c. Be able to measure (income/decrease)

3. Consequences:

   a. Establish contingencies (different drummer)

      1) Approval (reward)
      2) Withholding of approval (withholding reward)
      3) Disapproval (punishment)
      4) Threat of disapproval (fear)
      5) Ignoring (not attending to _____)

      Rewards include:

      1) Words (spoken or written)
      2) Expressions (facial or body)
      3) Closeness (nearness or touching)
      4) Activities (social or individual)
      5) Things (materials, food, awards, etc.)

4. Evaluate

   a. Stay with programs long enough to find out its effectiveness.
   b. Compare records (before-after)
   c. Is program working or not?

   (Source: Teaching/Discipline, by Madsen & Madsen)

III. Group Exercises

Utilize talents and skills of the group:

A. Break large group into small groups and do: (Using T. examples)

   1. Generate a two-column list with one column designating appropriate behaviors and the other column designating inappropriate behaviors.

   2. Using this list as an exercise guideline, do the following:

      a. Analyze (by group) what behavior (be observable -- measurable).
      b. Establish a list of priorities.
      c. Do plan of action -- (using all you have been taught today).

SESSION III

Review material and complete group work as proposed in Session II. Each group must present its plan of action.

Activity 1: Three minutes to list as many observable NEGATIVE behaviors as you can. (Facilitator will define "observable")

Activity 2: Three minutes to list as many observable POSITIVE behaviors as you can.

Activity 3: List the rules in your classroom. - 10 minutes.

Analysis of Activities: Random count - Number of negative behaviors.
Number of positive behaviors.
Give average for each (5 minutes)

Review own class rules. Mark P for Positive, N for Negative.
Take random count as above. (5 minutes) - COLLECT.

BREAK - 10 minutes

Presentation by Facilitator.

1. Summary of results of activities.
2. Importance for Positive Approach in the classroom. Positive to get positive response from child.
   Teacher sets the framework.
   Present signs to each building faculty. BE POSITIVE. YOUR POSITIVE BEHAVIOR BUILDS POSITIVE CHILDREN!
   Discussion of classroom rules (each group should have list of rules)
   1) Small number of rules.
   2) Develop rules for the five behaviors that are most crucial AT THE TIME.
   3) Give examples of rules stated positively.
   4) Rules must be within the repertoire of the child. MAY NEED TO TEACH THE BEHAVIOR which will meet the rule expectations.
   5) Rules need to be backed by reason; have input from students.
   6) Tell participants that we will compile positively stated rules from their lists and give these positive rules to them next session.
3. Curriculum shapes behavior. CHILDREN WHO CANNOT ACHIEVE, OR THINK THEY CANNOT ACHIEVE, ARE HIGH RISK BEHAVIOR PROBLEMS.

   Organize learning experiences around SUCCESS LEVEL of students.

   Child's role at school is as a learner. When he succeeds at learning, he wants to continue.

   Those who fail cause us to have to develop a positive self-concept in the child. Very difficult if child does not see his success.

SAMPLE OF POSITIVE RULES TO USE IN THE CLASSROOM

Respect each other's rights.

Be polite.

Share.

Whisper when working together.

Be prompt.

Be quiet.

Fill one table at a time.

Be neat.

Keep desk free of all things except what you are working on.

One person should speak at a time.

Use a pass to go to the restroom.

Speak softly when working together.

Go right to your desk after breaks.

Put your name on all papers.

Raise your hand when you want to talk.

Treat each other as you would like to be treated.

Put chairs on top of desks at end of the day.

Keep feet still on the merry-go-round.

Finish work before snack or recess.

Stay in line and walk in the halls.

Keep hands to self.

Do your own work.

Everyone sing during singing.

Give warm fuzzies to others.

Use good manners.

Sharpen pencils before the bell.

Be a quiet worker.

Look at the teacher during instruction.

Keep shoes on feet.

We will keep our desks neat.

We will turn in assignments on time.

We will comb our hair only in the restrooms.

We will ask permission to leave the room.

Be cheerful.

Conversations should fit the situation.

Money should be kept in pocket.

Follow teacher directions immediately.

Talk with indoor voices.

All four legs of the chair should be on the floor.

Keep desks in straight row.

Keep the floor clean.

Use the card catalog before asking for help.

We listen when others are talking.

We follow directions.

Keep eyes on own paper.

SESSION IV

1. Explanation of the day - Facilitator

2. Summary and Review of Discipline (Session I-III)

   Stress:

   1. short times
   2. at functional level
   3. motivation and stimulation
   4. say "you can succeed"
   5. gradually prepare the child to handle lessons which will push to frustration level.
   6. lots of social reinforcers

"Now let's DO IT"

3. Pass out Profile: instruct each teacher to mark + or - in the margin. Now, Pre-Mack suggested scheduling: You need more information so _____

4. Pass out Working Copy of Pupil Behavior sheet:

   Explain:

5. Pass out schedules:

   Now take Alice through a day.

SURFACE MANAGEMENT TECHNIQUES[2]

1. PLANNED IGNORING - Allow inappropriate behavior to exhaust itself and do not give your attention; recognize following cautions:

   a. Child should not be allowed to hurt himself, hurt others, or destroy property.
   b. Many times, inappropriate behavior will get worse before it is extinguished by your ignoring.

2. SIGNAL INTERFERENCE - Communicate disapproval and control in non-verbal ways. Most effective at beginning stages of misbehavior (eye contact, snap of fingers, frown, cough).

3. PROXIMITY CONTROL - Stand near the trouble - some children also need gentle touch to help stay in control - or put desk near place in room where teacher is most often - try to catch child doing something appropriate and compliment.

The above may all be carried out while continuing with regular program and do not call full attention to the trouble-maker.

4. INTEREST BOOSTING - if a child's mind is wandering, ask him a question directly related to the work - point out how a special interest of child relates to work - redirect.

5. TENSION DECONTAMINATION - After child has worked long and hard at a task, do something to release tension (stretch, sing, tell a joke).

6. HURDLE LESSON - If a child gets tied up and bogged down in a task show him a way to do it in a different way or in a way that provides him a little extra assistance while he's learning how to do the task.

7. RESTRUCTURE CLASSROOM PROGRAM - Change system or schedule for a while; use different media or materials. Predict the tension level of class in terms of their irritability, bordom, or excitement - plan for it.

8. SUPPORT FROM ROUTINE - Structure adds to a child's feeling of security - provides guideposts for expected behaviors - children need to be able to basically predict what will happen to them. Outline activities of the day each A.M. (note that many behavior problems begin during the less structured times of the day - recess, lunch, transition times).

9. DIRECT APPEAL TO VALUE AREAS - Conflict occurs because some students have not internalized the same values as the teacher.

   a. Appeal to teacher-child relationship - "Do you think that I have been unfair to you?" "When you are working I will help you."

   b. Appeal to reality consequences - underline cause and effect - "When you are able to sit quietly, we will go to recess." (Try to state it positively.)

c. Appeal to group code - "What do you think others will think of the idea? "Try not to spoil it for everyone."

d. Appeal to teacher's power of authority - as a responsible teacher you cannot allow this behavior to continue.

10. REMOVE SEDUCTIVE OBJECTS - As a baseball or a picture of favorite rock group. Simply quietly remove the distracting object or use a screen.

11. ANTISEPTIC BOUNCING - Ask child to leave the room - to get a drink, to wash up, to deliver message. Give him an acceptable reason for movement and a way to "bounce out" of a bad situation.

12. PHYSICAL RESTRAINT - If child loses control to point of injuring himself or others, restrain him - hold firmly, not roughly. Child who has lost control is often afraid, and it is necessary to firmly let him know that you will help him to regain it. Ability to hold a child firmly and reassuringly without struggling is a skill.

13. MOVEMENT PATTERNS - A teacher's movment patterns are vital to good management; move around - your body, your desk occasionally, your work area. Go to the child sometimes to assist (see proximity control).

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[2] Long, Nicholas and Newman, Ruth., Managing Surface Behavior in Children in School, Conflict in the Classroom, pp. 442-451.

SUMMARY:

-- No teacher can or should use all of these techniques at one time or with all children.

-- None of these techniques are fool proof - unfortunately.

-- The techniques used must be fitted to the child, to the behavior, and to the teacher's style and personality.

-- These techniques are meant to help the learning process. They do not take the place of:

1. a well-structured classroom with curriculum at appropriate level for ability and interest of the students.

2. a manageable class size.

3. a supportive and well organized school district administration.

NOTES:

TEACHER'S WORKING COPY
of
STUDENT BEHAVIOR

Observer(s) _____

Pupil's Name _____

Date _____

SKILL AREA	+ OR -	STRENGTHS	WEAKNESSES
Arrival			
Recess			
Line-Ups			
Bathroom			
Lunch			
Departure			
Art			
Music			
Non-Competing P.E.			
Competing P.E.			
Vocabulary			
Reading Comprehension			
Spelling			
Math Concepts			
Math Problems			
Science			
Social Studies Lecture			
Social Studies Work Group			
Language Arts			

CLASSROOM SCHEDULE *		ALICE'S SCHEDULE
8:20-8:30	Students Arrive	(+) Desensitization activity: concentrate on + areas of Spelling and Vocabulary: crossword puzzles — secret codes work searches — anagrams diary — coloring dot-to-dot — origamy sequences
8:30-8:35	Attendance and Pledge	→
8:35-8:55	Music	(+) Music →
8:55-9:00	Assign seatwork	→
9:00-11:00	Reading Block	(-) 1. Seatwork: give Alice an Arithmetic paper as first seatwork assignment. (+) 2. Vocabulary Work: regular seatwork or boardwork for her reading group. (-) 3. Alice's Reading Group and (-) 4. Comprehension activity (+) 5. Vocabulary activity - dictionary, matching, etc. OR (+) Spelling activity
11:00-11:20	Recess	(-) Recess →
11:20-11:30	Bathroom	(+) Bathroom →
11:32-11:51	Lunch	(+) Lunch →
12:00-12:30	Story read by teacher	(+) Story →
12:35-12:55	P.E.	(-) P.E. →
12:55-1:30	Math	(+) 1. Crossword puzzle (math terms) (-) 2. Math Group to work on Problem Solving (±) 3. Worksheet on Math Concepts (less of a "minus" area than Math Problems
1:30-2:00	Recess	(-) Recess →
2:00-2:30	Language, Social Studies, Science	(+) Works with rest of class →
2:30-3:00	Free Time	(+) Free Time → If Alice appears to need structure during this period, provide specific leisure time activities for her to do.

* Cora Massie, grade 3 teacher at Northview, shared her schedule with SAIL and her time for a discussion. Thank you, Cora

The following modules, Learning Methods and Matching Learner Characteristics with Material Characteristics, pages 84 to 166, are duplicated from Informal Diagnosis and Prescriptive Programming: A Workshop, developed and distributed by the Midwest Regional Resource Center, 1976.

SECTION VIII

LEARNING METHODS

FACILITATOR NOTES

Facilitator Notes for Learning Methods

This is one of the most important modules in the sequence. When participants finish it they will have been introduced to different learning methods and will have had practice applying them when writing instructional, or learning, sequences.

This module assists participants to see how diagnostic information is used to formulate prescriptive programs. The facilitator might want to spend time reviewing how diagnostic information was gathered through the processes of task analysis, error pattern analysis and systematic inquiry. He/she might then review how this data was used to establish a list of skills of what the child could and could not do, to set priorities and to write behavioral objectives.

It is also important for the facilitator to emphasize the differences between methods and materials and to stress that methods selected must always be consistent with the behavioral objectives.

The following recommendations are made for the discussion at the end of the Polar Algebra activity. On page five of the Polar Algebra packet, two discussion topics are listed. It is recommended that Topic 2 be discussed first, as it is the major reason why this activity is used in this module. Besides talking about the three questions listed under Topic 2, the facilitator should try to get participants to suggest other methods for instructing children with learning problems. He should stress that all children learn differently. They may share a common handicap, but that doesn't mean they learn in the same way.

After the participants have finished discussing Topic 2, the questions from Topic 1 should be presented.

In Activity 7h, the facilitator should remind participants that they are not critiquing teaching style but the learning sequence that has been written. In other words, their comments on the observation checklist, Worksheet 30, should refer to how the learning sequence taught the child and not how the teacher implemented it. This will reduce anxiety on the part of the participants role playing as teachers who may be afraid that their teaching style may be critiqued.

Before participants begin this module they should have task analysis skills. If it has been quite some time since they have received instruction in task analysis, it would be best to review that process with them before beginning the learning methods module.

Reproduced from Informal Diagnosis and Prescriptive Programming: A Workshop, developed and distributed by the Midwest Regional Resource Center, 1332-26th Street, Des Moines, Iowa, 1976.

Objectives of the Module

1. The participants will list three methods for each short range objective for Sally with 100% accuracy.

2. The participants will list reasons why each method might work, why each one may not work, and at least one way to solve each reason why the method may not work with 100% accuracy.

3. The participants will read two learning sequences and list the teaching principles found in them with 90% accuracy.

4. The participants will read pages 51-63 and 69-73 of Bateman's Essentials of Teaching and list the learning principles mentioned in the reading with 95% accuracy.

5. The participants will listen to the lecture and list the principles mentioned in it with 95% accuracy.

6. The participants will write a learning, or instructional, sequence which includes a behavioral objective, learning style modifications and learning principles from the composite list with 90% accuracy.

7. The participants will critique another dyad's learning sequence using the Feedback Sheet, Worksheet 29, with 90% accuracy.

8. The participants will role play the learning sequences, observe the role plays using the Observation Checklist, Worksheet 30, and discuss their observations with 90% accuracy.

9. The participants will discuss if sequences can be used in a regular classroom and how much a teacher can modify her teaching situation with 85% accuracy.

10. The participants will do a task analysis for writing instructional sequences with 85% accuracy.

11. The participants will identify problems they had with sequence writing, possible future problems, and solutions for both types of problems with 95% accuracy.

Materials Needed for the Module

Facilitator Materials

Activity Notes

Polar Algebra Transparencies

1 transparency of Worksheet 27

1 transparency of Worksheet 28

1 transparency of Problems/Solutions

blank transparencies

overhead

marking pens

Participant Materials

Polar Algebra Material

1 copy of the Eel article per participant

1 copy of Activity Sheet 7a per participant

1 copy of Worksheet 27 per participant

1 copy of Activity Sheet 7b per participant

1 copy of Worksheet 28 per participant

1 copy of Activity Sheet 7c per participant

Two different learning sequences per participant

1 copy of Activity Sheet 7d per participant

1 copy of Essentials of Teaching per participant

1 copy of Activity Sheet 7e per participant

1 copy of Activity Sheet 7f per participant

1 copy of Activity Sheet 7g per participant

1 copy of Worksheet 29 per participant

1 copy of Worksheet 30 per participant

1 copy of Activity Sheet 7h per participant

Participant Materials - CONT.

Construction paper, scissors, tape and magic markers

1 copy of Activity Sheet 7i per participant

Time Needed to Complete the Module

This module takes approximately three and one half to four hours to complete. It should be presented in one block of time if possible. If not, it is suggested that Activities 7a, 7b, 7c, 7d and 7e be completed in one session and Activities 7f, 7g, 7h and 7i in the second session. Then, both sessions would be about two hours long.

ACTIVITY NOTES

Activity Notes for Learning Methods

1. We're now ready to move into the second step of prescriptive programming. We have our objectives. Now we need to decide what methods we will use to reach those objectives.

2. We need to ask ourselves, "What are all the possible methods for accomplishing each objective?"

3. Methods are the how to teach. Examples of methods are:

   a. One-to-one student-teacher interaction
   b. Auditory-visual approaches
   c. Positive reinforcement

4. There's a difference between methods - the How to teach - and programs or materials - the What to teach

   a. Distar is not a method but directive teaching is the method Distar is based on.

5. Methods are general. Saying the "phonetic method to reading" isn't quite correct. Phonics is a programmatic approach. You couldn't say the "phonetic approach to math," could you? That's why we speak of the "auditory-visual" method. We can talk about teaching reading using the auditory-visual approach and teaching math facts the same way.

(HAND OUT THE EEL ARTICLE AND GIVE THE GROUP ABOUT FIVE MINUTES TO READ IT).

6. One thing I think this story really points out is that all children learn differently, handicapped ones included. Just because children all have the same handicap doesn't mean they learn in the same way.

7. We're going to learn more about different learning methods by playing a game called Polar Algebra.

(FIND THE POLAR ALGEBRA MATERIALS AND PLAY THE GAME. BE SURE TO INCLUDE THE DISCUSSION.)

8. Polar Algebra has introduced us to some methods other than what we mentioned before. We're now going to try to brainstorm some methods for the objectives we wrote for Sally.

(PUT A TRANSPARENCY OF WORKSHEET 27 ON THE OVERHEAD AND DO A DEMONSTRATION ON HOW TO COMPLETE IT.)

9. Let's say my short range objective for Sally was, "The student will correctly pronounce a word, that the teacher shows her on a flashcard, within three seconds of its visual presentation, with 100% accuracy."

10. Some methods we could use to reach this objective might be peer tutoring, positive reinforcement and word games.

(RECORD THESE IN THE METHODS COLUMN).

Any others?

11. For the time being, let's ignore the materials column on this page. Complete the rest of the worksheet for each objective you and your partner wrote for Sally.

(HAND OUT ACTIVITY SHEET 7a AND WORKSHEET 27.)

Activity Sheet 7a

1. In dyads, list your short range objectives for Sally on Worksheet 27.
2. Brainstorm and list at least three methods to accomplish each objective.
3. Discuss your results with a facilitator.
4. At this time, ignore the "materials" column.

(GIVE THE PARTICIPANTS ABOUT TEN MINUTES TO COMPLETE WORKSHEET 27.)

12. Let's discuss some other methods you may or may not be familiar with.

13. Task Analysis can be used as a remedial method. In task analysis, we:

    a. Establish an objective and break it down into small tasks or steps.

    b. Sequence them.

    c. Construct a checklist of tests for each subtask.

    d. Administer the checklist to find out what subtasks the child can and can't do.

    e. Teach the child the subtasks he can't do.

        1) When you're teaching these subtasks, you're moving in a sequential order from the first task the child can't do through the last task that, when the child performs it, signals that the objective has been met.

        2) So, task analysis has provided you with a lesson plan. You know what skill to teach first, second, etc.

(RECORD THE FOLLOWING ON A BLANK TRANSPARENCY.)

14. Remember our task analysis of the word mat? It was:

    a. Attend to teacher/task.

    b. Demonstrates an understanding of the key words in the directions.

    c. Demonstrates left-to-right sequencing.

    d. Matches a letter sound to the correct letter symbol.

e. Says the short ă sound when sees the letter a between two consonants in a three-letter word.

f. Blends the individual sounds into the word.

g. Says the whole word.

15. You may find some children that don't know how to do one of the lowest tasks on the hierarchy, but can do the second and fourth. For example, a child may not know the key words in the directions or that he is to move in a left-to-right sequence. But, he can match letter sounds to their correct symbols and he can blend sounds.

a. In this case, start your teaching with the first task he can't do and proceed through the others in a sequential order.

b. This may seem redundant and you may ask yourself, "Why bother, then, to do any informal testing in the first place to find out what tasks the child can or can't do?"

1) When you're working with handicapped children, you can't assume that they will realize this is where the second small step fits in. You can't assume that even if they can blend sounds that they will realize that blending occurs after they match letter sounds and symbols.

2) If we didn't teach steps 4 and 6 because we thought the child already knew them, we would be reinforcing an out-of-sequence learning pattern.

3) You aren't re-teaching the skills he knows, you're giving him practice in how they fit together sequentially.

4) Another example: Let's say we had done a task analysis of getting coke out of a machine. Let's say we did an informal diagnostic check on those skills needed and found the only one the child could do was put money in the slot. If we went back and taught him all the other skills but never had him practice the one he knew, he still wouldn't be able to get coke out of the machine because he wouldn't know where the skill of putting money in the slot belonged in the sequence. So, we must always include the skills he already knows so he can understand where they fit in.

16. Another danger to watch for in task analysis is not to break the steps down too far. If you make them too small, you may be teaching the child what he already knows. Let's say you were trying to teach him to put together a puzzle. Your first step was to place the puzzle piece so it was almost in place - all the child had to do was move it just a little and it would be in place. Be sure your child needs to start at that level before you break the steps down that far. He may be able to do it with the puzzle piece several inches from the correct spot. How far you break the task down depends on how difficult it is for the child to learn the task. This, of course, varies with children but also some tasks in some academic areas may need to be broken down more for a child than tasks in other areas.

17. Any questions or discussion about task analysis as a remedial method?

18. We've selected some methods for our objective. Until we have actually tried them out with a child, we will not be sure if they work or not. However, in the next activity we will try to pinpoint some areas that could make the method a success or failure.

    Before implementing a certain method, we want to be as sure as we can be that it will work. There will always be a chance that something happens that makes the method fail but there are some problems that, if recognized early, we can avoid. Some children with learning problems don't adjust easily to changes in methods. We can possibly avoid making these changes if we use the following process.

(PUT A TRANSPARENCY OF WORKSHEET 28 ON THE OVERHEAD.)

19. In the left column, I am going to list some methods I could use to meet my objective.

(RECORD AT LEAST THREE METHODS FOR THE OBJECTIVE: "THE STUDENT WILL CORRECTLY PRONOUNCE A WORD, THAT THE TEACHER SHOWS HER ON A FLASHCARD, WITHIN THREE SECONDS OF ITS VISUAL PRESENTATION, WITH 100% ACCURACY.")

20. Now, I am going to list the reasons why I think each method may work and reasons why I think it may not. Then I will list ways to solve the reasons why I think it won't work.

(LIST THE REASONS WHY A METHOD MAY OR MAY NOT WORK. THESE CAN BE "MYTHICAL". FOR EXAMPLE, A REASON WHY GAMES MAY BE A WORKABLE METHOD IS THAT THEY WOULD BE HIGHLY MOTIVATING TO THE CHILD. A SECOND REASON MAY BE THAT THEY ARE EASILY AVAILABLE. REASONS WHY GAMES MAY NOT WORK IS THAT THEY WOULD DISTRACT THE OTHER CHILDREN AND THE ONES AVAILABLE HAVE PARTS THAT ARE BREAKABLE. ONE WAY TO SOLVE A REASON WHY THE METHOD MAY NOT WORK IS TO SET UP A CUBICLE WHERE THE GAMES CAN BE PLAYED AND NOT DISTRACT OTHERS. ANOTHER SUGGESTION WOULD BE TO REINFORCE THE BREAKABLE PARTS OF THE GAME OR REPLACE THEM WITH NONBREAKABLE ITEMS. COMPLETE THIS PROCESS FOR ALL THREE METHODS.)

21. Any questions or comments about this procedure? When I do this, I am able to make a decision about whether or not to use a certain method. If there are many reasons not to use it and no way to solve these, I can prevent problems by not implementing it and selecting another. This may help me decide what method to use if I have thought of several that, at first, seem equally good.

(HAND OUT ACTIVITY SHEET 7b AND WORKSHEET 28.)

Activity 7b

1. In dyads, list the methods you would use to reach your objective on Worksheet 28.
2. List the reasons why each method might work.
3. List the reasons why each method may not work.
4. List at least one way you could solve each reason why the method may not work.

(AFTER ABOUT FIFTEEN MINUTES, ASK THE PARTICIPANTS TO JOIN THE LARGE GROUP AGAIN.)

22. Next, we're going to look at the learning method called directive teaching. This method incorporates several other methods and focuses on teaching instructional skills in a precise, organized manner.

23. In studying directive teaching, we are going to learn to apply some of its principles in writing instructional, or learning, sequences.

24. A learning sequence is:

    a. an uncluttered script
    b. that can be used to teach a child a fact or concept such as a

        1) language concept like the word "more"
        2) letter sound
        3) number, name, etc.

25. It is a series of small subtasks that are sequentially ordered.

(HAND OUT ACTIVITY SHEET 7c AND GIVE PARTICIPANTS TIME TO READ IT.)

Activity 7c

1. Read two learning sequences.
2. Form a triad.
3. Review the sequences and list the teaching principles found in them.
4. Join the large group and develop a composite list of principles used in sequence writing.

26. Some examples of the teaching principles you may find in the learning sequences are

    a. Positive reinforcement - words like "good".
    b. Breaking the objective into small tasks.

27. Do you have any questions on this activity?

(HAND OUT TWO SEQUENCES YOU HAVE PREPARED. GIVE THE PARTICIPANTS ABOUT TEN MINUTES TO READ THEM. EXAMPLES OF SOME SEQUENCES ARE INCLUDED AT THE END OF THE MODULE.)

28. Form triads to review the sequences for learning principles.

(AFTER FIFTEEN MINUTES, ASK THE TRIADS TO FORM A LARGE GROUP TO DEVELOP A COMPOSITE LIST OF PRINCIPLES USED IN SEQUENCE WRITING. RECORD THE GROUP'S RESPONSES ON THE OVERHEAD. ACCEPT ALL RESPONSES.)

(HAND OUT ACTIVITY SHEET 7d. GIVE THE PARTICIPANTS ABOUT TWENTY MINUTES TO READ. ASK THEM TO JOIN THE LARGE GROUP AND ADD ANY OF BATEMAN'S CONCEPTS TO THE COMPOSITE LIST THAT ARE MISSING FROM IT. DO THIS FOR TEN MINUTES.)

Activity 7d

1. Read pages 51-63 and 69-73 of Bateman's Essentials of Teaching.
2. As you read the chapter, list the principles mentioned in it that you think are used in sequence writing but are not on the composite list.
3. Rejoin the large group. Add the principles from your list to the composite list.

(HAND OUT ACTIVITY SHEET 7e. GIVE PARTICIPANTS TIME TO READ IT AND ASK QUESTIONS.)

Activity 7e

1. Listen to the lecture.
2. Write the principles mentioned in the lecture that you think are used in sequence writing but are not on the composite list.
3. Review your notes.
4. Rejoin the large group. Add the principles from your list to the composite one.
5. Review the composite list. Select those principles you think will be used most often when writing sequences.

(GIVE THE FOLLOWING LECTURE. IF THE PARTICIPANTS HAVE ALREADY ADDED THE PRINCIPLES MENTIONED IN THE LECTURE TO THE COMPOSITE LIST, ELIMINATE THEM FROM THE LECTURE. THIS MAY BE ESPECIALLY TRUE OF THE PRINCIPLES MENTIONED IN 42 AND 43.)

29. Sequences were written for use by:

    a. Volunteers
    b. Parents
    c. Peer tutors
    d. Student teachers
    e. Teachers

30. They were first written for volunteers and student teachers.

    a. Sequences were used to give relatively untrained personnel a structured plan to use to teach exceptional children.

        1) This is one reason why they are very specific.

31. When most people began using them they became very familiar with the format. They would follow the sequence like they would a script.

32. As they became more familiar with it, they would use it as a guide to refer to so

    a. they knew what step to do next.
    b. what to do if the child made a mistake on a certain step.
    c. to help them keep from cluttering up their verbal directions with unnecessary words, etc.

33. When people first started using a sequence, they would go through each step with the child.

    a. The goal is to eliminate some of the steps in the sequence when a child shows that he can learn what you're trying to teach him without all the steps being included.

34. For example, the sight word sequence has about 16 steps in it that the teacher goes through to teach one word. At first, she goes through all 16 steps with the child. Then she may start eliminating some steps.

35. When she begins to eliminate steps, it is important to keep track of the child's progress when he's going through the sequence.

    a. If he can learn a word at the 100% level and remember it without the inclusion of those steps, it was all right to eliminate them.

    b. If the elimination of steps means he only remembers the word at 80% level, she may want to ask herself if saving time is worth it.

36. Learning sequences are based on the assumption that children with learning problems need to be taught in an efficient way with much practice and chances to generalize what they have learned. They are based on the observation that when analyzing why a child failed in a program, it was most often due to

    a. the sequence of skills being out of order.
    b. too big a jump from one skill to the next. The objectives, or tasks, were not broken down into small enough steps.
    c. inadequate instructions.

37. They are based on the premise that you find out what the child needs to learn and teach it in a manner that is

    a. uncluttered
    b. broken into small steps
    c. accurate
    d. unambiguous
    e. doesn't rely on material the child has never learned.

38. Principles for writing sequences were taken from

    a. N. Dale Bryant's article, "Some Principles of Remedial Instruction" in the April 1965, Reading Teacher.

b. Siegel and Siegel's article, "Ten Guidelines for Writing Instructional Sequences" in the April, 1975, Journal of Learning Disabilities.

c. Barbara Bateman's The Essentials of Teaching.

39. Before reviewing with you some of these principles, I'd like to stress that not all the principles we will list on our composite list are used in every single sequence. Don't think you need to include all of them when you write a sequence.

40. Bryant mentions five principles in his article. The first is

a. Focus on one association at a time, such as one vowel sound, or one word.

1) Example: This is A.
This word is dog.

Not: This is A.
This is B.
This word is dog.
This word is ball.

b. Associative responses should be over-learned until automatic.

1) An example of such a response would be when a child can identify correctly a word within three seconds of its visual presentation. He can do that three times on three consecutive days with one hundred percent accuracy.

2) A response is not over-learned if the child identifies it correctly on the second try, or after one minute of looking at it or only eighty percent of the time.

c. Program the work so the child is correct in nearly all his responses.

1) Breaking your objectives into subtasks can help you achieve this.

d. The forth principle concerns programming two associations that might interfere with each other. For example, let's say you want to teach a child how to print "b" and "d", learn short vowel sounds or similar looking words like "want" and "went". Bryant suggests that you:

1) teach one association like the word "want" to automatic level so that it is over-learned.
2) teach the second association like "went" to automatic level.
3) review "want".
4) integrate "want" and "went" in such a way that the child deals only with the two associations.

a) For example, present each word - one to a card. Flash them and ask the child to say the word on the card correctly. At this point, you're asking

the child to differentiate between two like stimuli for the first time but you've put nothing else on the card to confuse him like other words.

5) The last step is to put "want" and "went" in phrases and sentences. Use words in the phrases that he knows at the 100% level so you're testing only "want" and "went". Ask the child to read these phrases.

a) The principle in effect here is teaching the child to identify a specific stimulus word from other words - some that are similar to the stimulus word and some that are different.

b) It's one thing to ask a child to pick out the letter "b" from "s", "f", and "k". It is a much more difficult task to ask him to pick it out from "d", "p" and "q".

e. Review often is the last principle.

1) Keep presenting like words so the child must pay attention to detail.

41. Any questions or comments about Bryant's principles?

42. Siegel and Siegel have several suggestions that are applicable to sequence writing.

a. Like Bateman, they stress that the child must be ready for the sequence.

1) If he doesn't have the prerequisite skills for completing the sequence, teach those to him first.

b. Assume motivation is present.

1) If you are teaching a child to ride a bike, don't include, for example, talks about transportation.

2) The sequence should contain only the tasks necessary for the child to do to complete the objective.

3) Too much attention to motivating the child often draws the teacher's attention away from the instructional task.

4) Make the subtasks motivating in and of themselves.

a) trace over the letter with a colored pencil
b) make the letter out of clay

c. Identify sequential subtasks.

1) They expand Bateman's concept of this by saying there are continuums to follow. They suggest presenting tasks first:

a) concretely and gradually move to the abstract
b) simply and gradually move to the complex
c) small initial doses to large doses, etc.

d. Avoid the "recipe" approach.

1) After you have developed a sequence, don't think it is the recipe, or cure, for all children with all kinds of problems.

2) Before using a sequence with a child, be sure it fits his needs. Ask yourself:

a) does it fit his learning style?
b) does it teach to his strongest channel?
c) does it have all the prerequisite skills, etc.?

e. Use subtasks and not a variety of activities.

1) The sequence is not just a list of activities.

a) For example, if you want to teach a child sight words, you might want to do it like the sequence you read.

b) You wouldn't just list a series of activities to do, such as play word bingo, play word lotto, etc.

f. Don't just present, teach.

1) The only way you can tell if a child has learned is to have him do something. Don't have him sit there passively as you perform.

2) However, don't expect him to do something without instruction.

a) This is why the sequences you read have the teacher model the response first before asking the child to do it.

43. There are other principles not mentioned by these authors, but included in the sequences.

a. Start with a behavioral objective.

1) Be sure to include evaluation criteria, such as "The child will say the word correctly 4 out of 5 times within 3 seconds of its visual presentation."

b. Determine how to teach the tasks.

1) what modalities should be stressed?

a) [illegible]
b) visual?
c) tactile?
d) multisensory?

c. What materials do you want to use to teach the subtasks?

1) commercial or teacher made?
2) what modality should they teach through? Should you pick a material that uses the

a) auditory approach?
b) visual approach?
c) multisensory approach?

d. Subtasks should be stated in specific words, questions, etc., so the teacher and/or volunteer using it knows exactly what to say

e. Each sequence teaches only one objective at a time.

f. Most sequences should provide for stimulus generalization.

1) When using the sequences for letter sounds, the teacher first uses a card with the letter printed on it in black, then one with the letter printed on it in red, then a sandpaper letter, etc.

2) This principle is especially important when teaching language concepts.

g. When teaching some skills, include a step where you try to increase the child's speed of responding.

1) All of us have probably had the experience of working with a child that we become convinced is a "genius" because he does so much better than the rest of the children in our class. However, what often happened was that we forgot to compare his performance to what children in regular classrooms could do.

Often the child may know the short vowel sounds but it may take him a minute or so to figure out which vowel had which sound. This length of time may differ a great deal from children in the regular class who know those sounds instantly.

2) A sequence that includes a step where an attempt is made to increase the child's speed of response tries to overcome this potential problem.

44. Are there any principles mentioned in the lecture that you would like to add to the composite list?

(RECORD RESPONSES ON THE TRANSPARENCY).

45. Let's review the composite list and determine which ones are the most important. Not all will be used in every sequence, but some are used more often than others. Which ones do you think are the most important?

(STAR OR CHECK THOSE THE PARTICIPANTS MENTION. SOME OF THE MOST IMPORTANT PRINCIPLES ARE LISTED BELOW. IF THE PARTICIPANTS DON'T MENTION THEM, YOU MIGHT WANT TO POINT THEM OUT:

1. Use signal words to gain the child's attention.
2. Each sequence is written for the teacher to use with a child on a one-to-one basis.
3. Each sequence teaches one skill in an

   a. uncluttered
   b. unambiguous way

4. Task analysis is used.
5. Positive reinforcement is used.
6. Each sequence specifies certain entry skills.
7. Practice and repetition is included to insure retention.
8. Most are multisensory and allow for auditory, visual and tactile experiences.
9. Most provide for stimulus generalization.
10. Correction procedures are incorporated. If the child makes an error, the teacher is told what steps to repeat to recycle the child through the sequence.)

46. We're now going to practice writing learning sequences. In the next activity, we will ask you to choose a concept to teach and write a sequence for it using the principles on the composite list as a guide. We will then ask you to exchange your sequence with another group for a review and critique. Please find Worksheet 26.

47. Write your sequence to teach one of the short range behavioral objectives you wrote for Sally. Be sure your sequence fits the style that you think Sally uses to learn. In other words, be sure it incorporates the modifications y u listed in the learning style column.

48. Remember that you can use as many or as few principles as you want in writing your sequence.

49. Any questions about this activity?

(HAND OUT ACTIVITY SHEET 7f)

Activity 7f

1. Form a dyad.
2. Find Worksheet 26 that was completed in Activity 6b.
3. Choose a short range behavioral objective that was written for a skill Sally could not do.
4. Write a sequence to teach that behavioral objective.
   a. Include the behavioral objective.
   b. Include the modifications listed in the Learning Style Column on Worksheet 20
   c. Use the principles on the composite list.

(AFTER ABOUT FORTY FIVE MINUTES, HAND OUT ACTIVITY SHEET 7g AND THE FEEDBACK SHEET, WORKSHEET 29.)

Activity 7g

1. Exchange sequences with another dyad.
2. Review the sequence using the criteria on the Feedback Sheet, Worksheet 29.
3. Return the sequence and the Feedback Sheet to the dyad.
4. Answer questions the dyad may have about your comments on the Feedback Sheet.

50. Exchange your sequence with another dyad. Review the sequence using the composite list of principles and the criteria on the feedback sheet. You'll have about fifteen minutes to do this.

(AFTER FIFTEEN MINUTES, CHECK TO SEE IF THE DYADS HAVE GIVEN BACK THE SEQUENCE THEY CRITIQUED AND HAVE ANSWERED ANY QUESTIONS ABOUT THE CRITIQUE THE OTHER DYAD MAY HAVE. IF NECESSARY, GIVE THE GROUP ABOUT TEN EXTRA MINUTES TO DISCUSS THE CRITIQUE.)

51. We're now going to try to gather more information about our learning sequences by role playing them.

(HAND OUT ONE COPY OF THE OBSERVATION CHECKLIST, WORKSHEET 30 TO EACH PARTICIPANT.)

52. We will be using these observation checklists during the role play activity. Please read the principles and see if you have any questions about them.

(GIVE THE PARTICIPANTS ABOUT FIVE MINUTES TO DO THIS. IF THERE ARE NO QUESTIONS, MENTION THE FOLLOWING:

1. Language was unambiguous (number 2) refers to clarity. The words used should be ones in the child's vocabulary.
2. Language was not cluttered (number 3) means that whenever the teacher talked to the child her language was simple and concise.
3. Immediate information about the child's response (number 5) means that immediately after the child does something he is told if he did in correctly or incorrectly.
4. Positive reinforcement was given (number 6) refers to rewards that are given to the child such as verbal praise, free time, etc.
5. Allows for practice sessions (number 9) means the material is repeated at different times so the child can practice his skills on many different occasions.

53. When you're completing the observation sheet, be sure to use specific examples of the behavior you see. Try to state what you see in observable terms.

(HAND OUT ACTIVITY SHEET 7h. HAVE AVAILABLE CONSTRUCTION PAPER, SCISSORS, TAPE AND MAGIC MARKERS SO PARTICIPANTS CAN PREPARE MATERIALS FOR THEIR ROLE PLAYS.)

Activity 7h

1. You and your partner should select another dyad that is not the one who critiqued your learning sequence.
2. Select 1 person from 1 dyad to teach their learning sequence.
3. Select 1 person from the other dyad to be the student.
4. Role play a lesson using the learning sequence.
5. The other 2 people will observe the role play using the observation sheet.
6. Discuss the role play using the information on the observation sheet.
7. Switch roles with one of the observers now teaching the second sequence and the other observer being the student.
8. The two previous role players observe using the observation sheet.
9. Discuss the second role play using the information on the observation sheet.
10. Return to your dyads and modify your learning sequences if appropriate.

54. Take about ten minutes to prepare materials you will need to role play your sequence.

(AFTER TEN MINUTES, REVIEW WITH THE GROUP THE SEQUENCE OF EVENTS FOR THIS ACTIVITY.)

55. Each dyad will have ten minutes to do the role play while two people observe. Then take another five to ten minutes for all four of you to discuss the observation sheet. Next, change places. Role play for another ten minutes and then discuss the observation sheet again. You'll have about thirty-five minutes to complete this activity. I will call time to let you know what activity you should be on.

(AFTER THE QUARTETS HAVE COMPLETED THE ACTIVITY, ASK THEM TO JOIN THE LARGE GROUP.)

56. Were any of you able to pinpoint any strengths or weaknesses of your sequences because of this activity?

(LIST ALL RESPONSES ON A TRANSPARENCY AND DISCUSS THEM.)

57. During the systematic inquiry module, it was mentioned that the degree of modification that you made in teaching the child a specific skill may affect his placement in a regular teaching situation. In looking at the sequences you have written as part of your prescriptive program, were you able to construct a sequence that could be used in a regular teaching situation? Did you have any problems doing this or can you see any problems doing this when writing other sequences? How much modification do you think is too much? In other words, how much can we ask the teacher to modify her teaching situation?

(DISCUSS THESE TOPICS FOR ABOUT FIFTEEN MINUTES.)

58. When you have time, you may want to modify your sequence based on what you have learned about it during the last activity. Modification is an important element of writing prescriptive programs. It will probably be necessary to modify each sequence so that it meets the learning needs of the child you want to use it with. How much it needs to be modified varies, of course, with the child.

(HAND OUT ACTIVITY SHEET 7i).

Activity 7i

1. Join the large group.
2. Do a task analysis of sequence writing.
3. Identify problems you may have had when writing a sequence.
4. Identify possible solutions to these problems.

59. Our objective is to write learning sequences. What tasks must we do to reach that objective?

(RECORD RESPONSES. A POSSIBLE TASK ANALYSIS MIGHT BE:

1. Attend to the task.
2. Write a behavioral objective.
3. Task analyze the behavioral objective.
4. Write the entry level skills.
5. Write the tasks in a script form using selected learning principles.
6. Re-check for more entry level skills.
7. List materials to use when teaching the sequence.
8. List the schedule the instructor should use when teaching the sequence.
9. Teach the sequence.
10. Modify it if necessary.)

(PUT A TRANSPARENCY LIKE THE FOLLOWING ON THE OVERHEAD: PROBLEMS | SOLUTIONS.)

60. Let's list any problems you had with sequence writing and possible solutions for them.

(RECORD ALL RESPONSES. IF NECESSARY, RE-STATE THE SUGGESTIONS SO THEY ARE AS CLEAR AND SPECIFIC AS POSSIBLE.)

(ONE OF THE MOST FREQUENTLY MENTIONED PROBLEMS WILL BE LACK OF TIME. IF THE FOLLOWING SOLUTIONS AREN'T MENTIONED BY THE PARTICIPANTS, THE FACILITATOR SHOULD MENTION THEM:

1. Save sequences. They may need to be modified only slightly for other children.
2. Start a central file of sequences. When a teacher writes one, she puts a copy of it in the file so others may also use it.)

ACTIVITY SHEETS

Learning Methods

Activity Sheet 7a

1. In dyads, list your short range objectives for Sally on Worksheet 27.
2. Brainstorm and list at least 3 methods to accomplish each objective.
3. Discuss your results with a facilitator.
4. At this time, ignore the "Materials" column.

Learning Methods

Activity Sheet 7b

1. In dyads, list the methods you would use to reach your objectives on Worksheet 28.

2. List the reasons why each method might work.

3. List the reasons why each method may not work.

4. List at least one way you could solve the reasons why the method might not work.

Activity 7c

1. Read two learning sequences.
2. From a triad.
3. Review the sequences and list the teaching principles found in them.
4. Join the large group and develop a composite list of principles used in sequence writing.

Activity 7d

1. Read pages 51-63 and 69-73 of Bateman's The Essentials of Teaching.

2. As you read the chapter, list the principles mentioned in it that you think are used in sequence writing but are not on the composite list.

3. Rejoin the large group. Add the principles from your list to the composite list.

Activity 7e

1. Listen to the lecture.

2. Write the principles mentioned in the lecture that you think are used in sequence writing but are not on the composite list.

3. Review your notes.

4. Rejoin the large group. Add the principles from your list to the composite one.

5. Review the composite list. Select those principles you think will be used most often when writing sequences.

Activity 7f

1. Form a dyad.
2. Find Worksheet 26 that was completed in Activity 6b.
3. Choose a short range behavioral objective that was written for a skill Sally could not do.
4. Write a sequence to teach that behavioral objective.
   a. Include the behavioral objective.
   b. Include the modifications listed in the Learning Style Column on Worksheet 20.
   c. Use the principles on the composite list.

Activity 7g

1. Exchange sequences with another dyad.

2. Review the sequence using the criteria on the Feedback Sheet, Worksheet 29.

3. Return the sequence and the Feedback Sheet to the dyad.

4. Answer questions the dyad may have about your comments on the Feedback Sheet.

Activity 7h

1. You and your partner should select another dyad that is not the one who critiqued your learning sequence.
2. Select 1 person from 1 dyad to teach their learning sequence.
3. Select 1 person from the other dyad to be the student.
4. Role play a lesson using the learning sequence.
5. The other 2 people will observe the role play using the observation sheet.
6. Discuss the role play using the information on the observation sheet.
7. Switch roles with one of the observers now teaching the second sequence and the other observer being the student.
8. The two previous role players observe using the observation sheet.
9. Discuss the second role play using the information on the observation sheet.
10. Return to your dyads and modify your learning sequence if appropriate.

Activity 7i

1. Join the large group.
2. Do a task analysis of sequence writing.
3. Identify problems you may have had when writing a sequence.
4. Identify possible solutions to these problems.

WORKSHEETS

Worksheet 27
(Use in Activity 7a)

Learning Methods

What are all the possible methods (e.g., multisensory approach, one-to-one vs. group instruction, games, etc.) for accomplishing each objective?

OBJECTIVE	METHODS	MATERIALS

Learning Methods

Worksheet 28
(Use in Activity 7b)

Is this method workable?

METHOD	Reasons: YES	Reasons: NO	WAYS TO SOLVE

Have you identified any workable methods?

Yes ____ No ____

Feedback Sheet

Worksheet 29
(Use in Activity 7g)

1. Does this sequence teach the objective it was designed to teach?

_____Yes _____No

Comments.

2. List the principles used in this sequence.

3. Were some principles omitted that should not have been?

_____Yes _____No

If yes, which ones and why should they have been included?

4. List the outstanding features of the sequence and suggestions for improvement you may have.

OBSERVATION CHECKLIST

for

Worksheet 30
(Use in Activity 7h)

LEARNING SEQUENCES PACKET

1. Observe the role play.
2. Check which of the following principles were used in the sequence being role played.
3. For each principle you check, write a specific example of the behavior you observed which showed you that principle was being used.
4. Discuss the role play with the other observer and "actors" using the information on the sheet.

Principles	Examples of Behavior
1. Used attention getting cue words and/or signals	
2. Language was unambiguous	
3. Language was not cluttered with extraneous words and/or information	
4. Material in the presentation was accurate	

Worksheet 30
(Use in Activity 7h)

Observation Checklist for Learning Sequences Packet - CONT.

5. Immediate information about the child's response was provided (if it was correct or not).

6. Positive reinforcement was given.

7. The tasks were broken down into small enough subtasks.

8. The tasks were sequenced correctly.

9. Allows for practice sessions.

10. Allows the child to practice using different stimuli (transfer of training).

11. Focuses on one association at a time.

12. Allows the teachers to model the correct response for the child.

Worksheet 30
(Use in Activity 7h)

Observation Checklist for Learning Sequences Packet - CONT.

13. Presents material to the child through different modalities - visual, auditory, tactile, etc.

14. Allows the child to respond through different modes, - verbal, motor, gesture.

15. Other.

ANSWER THE FOLLOWING:

1. Did the "child" appear confused and unable to follow directions at any time?

2. Did the "child" appear to lose interest in the lesson because the steps in it were too small?

ARTICLES

(Use in Activity 7)

HOW TO SUCCEED . . . .

Once upon a time the animals had a school. The curriculum consisted of running, climbing, flying, and swimming, and all the animals took all the subjects. The duck was good in swimming; better in fact, than his instructor. He made passing grades in flying but he was particularly hopeless in running. Because he was low in this subject he was made to stay in after school and drop his swimming class in order to practice running. He kept this up until he was only average in swimming. But average was acceptable so nobody worried about that except the duck. The eagle was considered a problem pupil and was severely disciplined because, although he beat all the others to the top of the tree in climbing class, he insisted on using his own method. The rabbit started out at the top of the class in running but he had a nervous breakdown and had to drop out of school because of so much makeup work in swimming. The squirrel led the class in climbing, but his flying teacher made him start his flying lessons from the ground up instead of from the top of the tree down. He developed charley horses from over-exertion at the takeoff and began getting C's in climbing and D's in running. The practical prairie dogs apprenticed their offspring to the badger when the school authorities refused to add digging to the curriculum. At the end of the year, an abnormal eel that could swim well, run a few feet, climb a bit, and fly a little was made valedictorian. (A fable, author unknown).

SEQUENCE FOR TEACHING THE CONCEPT MORE

OBJECTIVE: To teach the child to demonstrate the concept of "more" by identifying sets of objects with "more" properties 100% of the time.

SKILLS THE CHILD NEEDS TO COMPLETE THE SEQUENCE SUCCESSFULLY:

The child must:

1. Talk.
2. Respond to oral directions.
* 3. Demonstrate an understanding of one-to-one correspondence for the numbers 1 to 15.
* 4. Count orally to 15.
5. Have enough fine motor control to make pencil marks.

* Entry skills 3 & 4 can be modified depending on the child's understanding of one-to-one correspondence and his ability to count orally. Step 22 is especially affected by the limit set in skills 3 & 4. Therefore, if skills 3 & 4 say the child must demonstrate an understanding of one-to-one correspondence for numbers 1 - 15 and orally count to 15, be sure to use no more than 15 objects in Step 22.

INSTRUCTOR NOTES: It is best to use sets of objects of many different quantities when teaching this sequence. The child may have trouble generalizing the concept of "more" if you teach it using only a few numbers.

For example, if he knows only one-to-one correspondence for the numbers 1 & 2, and how to count orally only for numbers 1, 2 & 3, he may not be able to generalize the concept to numbers above 2 or 3.

However, if the child does know one-to-one correspondence and how to count orally for only a few numbers when you teach the concept, compensate for it by reviewing "more" as he learns one-to-one correspondence and oral counting for more numbers.

SUGGESTED SCHEDULE:

Day I: Steps 1-9.
Day II: Steps 9-18 (if fails 9, repeat steps 1-9).
Day III: 18-29 (if fails 18, repeat steps 1-18).
Day IV: 29-41 (if fails 29, repeat steps 1-29).
** Day V: 41-44 (if fails 41, repeat steps 1-41).

** Steps 42-44 must be completed with 100% accuracy. Repeat them until they are completed with 100% accuracy if the child appears to understand the concept but made a mistake due to carelessness, lack of attention, etc.

If the child cannot complete steps 42-44 with 100% accuracy because he does not understand the concept, repeat the whole sequence.

MATERIALS:

1. 2 boxes.
2. Cards on which to write numbers (about 2" by 2").
3. Pencil.
4. 5 sets of objects (sometimes you might want to use candy for the objects and then give them to the child to eat if he does a step correctly).
5. Worksheets.
6. 3 x 5 index card.

SEQUENCE FOR TEACHING THE CONCEPT

MORE

1. "Listen. Let's count what's in this box together. (Point to box.) One. This box has 1 thing in it." (Write the number 1 on a card and put it next to the box.)

2. "Let's count again. (Point to box.) One. Right. How many things are in the box?"

3. "Listen. Let's count this box. (Point to second box.) One, two. This box has 2 things in it." (Write the number on a card and put it next to the box.)

4. "Let's count again. (Point to box.) One, two. Right. How many things are in this box?"

5. "Listen. This box (point to the one with more) has more things in it than this one (point to other box). If I gave you the box with more things in it, I would give you this one (pick up and give to child).

6. "Listen. Which box has more things in it? Right. This one has more in it."

7. (Empty boxes and take away number cards. Put one new object in the box that had 2 objects before. Put 2 new objects in the other. Use different objects than in steps 1-6). "Listen. Let's count what's in this box together. One, two. This box has two things in it." (Put number card next to box.)

8. "Listen. Let's count what's in this box (point to it). 1. This box has 1 thing in it." (Put number card next to it.)

9. "Listen. This box (point to one with more) has more in it than this one (point to other box). If you wanted the box with more in it, which would you take?"

IF MISTAKE, REPEAT 1-9.

10. "Listen. Let's count what's in this pile (have 9 objects, different ones from what was used before, in a pile on the desk). Right. This pile has 9 things in it (write the number 9 on a card and put it next to the pile).

11. "Let's count again. How many things are in this pile?"

12. "Listen. Let's count how many are in this pile (have 10 objects different from what was used before, in a pile on the desk). Right. This pile has 10 things in it." (Write the number on a card and put it next to the pile.)

13. "Let's count again. How many things are in this pile?" "Right."

14. "Listen. This pile (point to the one with more) has more things in it than this one (point to other pile). If I gave you the pile with more things in it, I would give you this one (point to it).

15. "Listen. Which pile has more in it? Right. This one has more." (Point to it.)

16. (Take away objects and number cards. Put 9 new objects in the place where the pile with 10 objects was before. Put 10 new objects in the other place. Use different objects than used before.) "Listen. Let's count what's in this pile together. Right. This pile has 10 things in it." (Put number card next to it.)

17. "Listen. Let's count what's in this pile. (Point to it.) Right. There are nine things in it." (Put number card next to it.)

18. "Listen. This pile (point to the one with more) has more in it than this one (point to other pile). If you wanted the pile with more in it, which would you take?"

IF MISTAKE, REPEAT 1-18.

19. (Put 13 objects in one box. Make them an assortment of the different objects used before--a few pencils; some beans, etc.) "Listen. Let's count how many are in this box. Right. There are 13 things in this box." (Put a number card next to it.)

20. "Listen. Now count how many are in this box." (Put 15 objects in the box. Make them an assortment of previously used objects.) Right. This box has 15 things.

21. "Which box has more?".

IF MISTAKE, REPEAT STEPS 1-21.

22. "Listen. You make two piles of things. Put more in one pile than in the other."

23. (After the child has done 22.) "Listen. Count how many are in this pile." (After he has counted, put the number on a card and put it by the pile.)

24. "Listen. Count how many are in this pile." (Point to the second pile. After he has counted, put the number on a card and put it by the pile.)

25. "Which pile did you put more things in? Good."

26. "Listen. Draw some things in this box (point to it on worksheet) and some in this (point to it on worksheet). Put more in one box than the other."

27. "Listen. Count how many you drew in this box." (Print in the number above the objects if the child can't.)

28. "Listen. Count how many are in this box." (Print in the number above the objects if the child can't.)

29. "Which box did you put more in? Right."

30. "Listen. Here's a worksheet. (Present a worksheet with three rows of problems--two boxes of objects in each row.) The boxes have things drawn in them. Let's find out which of the two boxes in the first row has more."

31. "Count how many are in the first box." (Print the number the child counts if he can't.)

32. "How many are in the second box?" (Print the number the child counts if he can't.)

33. "Which box has more? Right."

IF THE CHILD MISSES, REPEAT STEPS 26-33.

34. "I'll show you another way to find which has more. Draw a line from every picture in the first box to everyone in the second box. Which box has one picture left over? Yes. Is that the same box that had more? Yes, it is."

35. "Listen. One way to find which box has more is to count. Another way is to draw lines and see which box has some pictures left over."

36. "Listen. Do the second row. First count and tell me which box has more."

37. "Good. Now draw lines between the pictures and tell me which box has more."

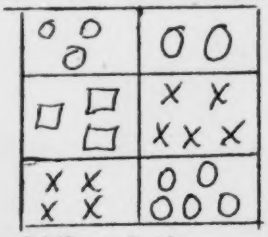
38. "Good. Now count the things in the boxes in the third row. Tell me which box has more."

39. "Good. Now draw lines between the pictures and tell me which box has more."

40. (Put out two boxes. Put ten objects in one and six in the other.) "Listen. Count and tell me which box has more."

41. (Put out two piles of objects. Put thirteen objects in one and fourteen in the other.) "Listen. Count and tell me which pile has more."

42. (Give the child a worksheet. Example:)



"Listen. In the first row, mark the box that has more. In the second row, mark the box that has more. In the third row, mark the box that has more."

43. (Give the child a 3X5 card.) "Listen. Draw a line down the middle of the card so there are two boxes. Draw something in each box. Make one box have more than the other."

44. (After he's finished...) "Draw line between the pictures in one box and the other. Put an X on the box with more. (You print the word more on the top and save the card with other concept cards. Review by showing the card and asking the child which box has more.)

TEACHING PICTURE SIGHT WORDS

When teaching this sequence, present the word with a picture depicting it. For example, use Dolch Picture Word Cards, real objects with a word card attached to them or magazine pictures with the word written on them.

1. (Point to the picture word card.) "Listen. This word is _____."
2. "Listen." (Point to the word.) "_____."
3. "Say it with me. _____."
4. "Listen. Say it again. _____."
5. (Leave the word card in front of the child. Give him sandpaper or glue letters.) "Make the word _____ using these letters."
6. "Good. The word is _____."
7. "Listen. Trace the sandpaper word with your fingers three times. Say it each time you trace it."
8. "Listen. What is the word?"

IF HE MISSES, REPEAT 1-8.

9. (Give the child a piece of paper with the word printed on it.) "Listen. Here's the word on paper. Trace over it with your finger two times. Say the word as you trace."
10. "Listen. What is the word?"

IF HE MISSES, REPEAT 1-10.

11. "Listen. Trace the word three times with your pencil. Say _____ as you do so."
12. "Listen. What is the word?"

IF HE MISSES, REPEAT 1-12.

13. (Show the word card with no picture attached.) "Listen. What is the word?"

IF HE MISSES, REPEAT 1-13.

14. "Listen. Think of a sentence with the word in it. Tell it to me and I'll print it. Now, you read it to me." (Help him read the words if he needs it. Don't help him with the word he's studying. If he misses it, repeat 1-14.)
15. "Listen. Print the word on this card." (Give him a 3x5 card.) (When he is printing the word on the card, he may look at a word card and copy from it. Use a word card without a picture, however. This step may be omitted if the child is unable to print the word well enough so it is recognizable later. If you do omit it because of this, substitute the following: "Listen. What is this word?" Show him the word printed on a 3 x 5 card with no picture attached. SAVE THE 3 x 5 CARDS AND EACH DAY REVIEW ALL WORDS PREVIOUSLY TAUGHT BEFORE TEACHING HIM A NEW ONE.)
16. (Point to the 3 x 5 word card.) "Listen. What is this word?"

WORKSHOP TRAINING KIT

POLAR ALGEBRA

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INSTRUCTIONAL MATERIALS CENTER

FOR HANDICAPPED CHILDREN AND YOUTH

POLAR ALGEBRA

--LEADER'S GUIDE--

OVERVIEW

POLAR ALGEBRA is a workshop activity that is designed to:

--demonstrate what it feels like to have a learning problem.

--demonstrate alternative instructional approaches that can be used with someone that has a learning problem.

Participants are shown a mathematical problem and asked to solve it using the "rules of Polar Algebra." Almost all of the participants will have difficulty solving the problem. Each participant then is asked to select one of four instructional approaches to assist in remediating the problem. Following the remediation they are presented with another problem. There will still be some participants who will have difficulty with this new problem. Once again, remediation is provided. Finally, a last problem is provided and almost everyone will get it correct. The activity concludes with a discussion period.

OBJECTIVES

Through the activity the participant will

--experience what it feels like to have a learning problem.

--have an opportunity to select a preferred remedial approach.

At the conclusion of the activity the participant will

--be able to list four different remedial approaches that can be used with children who have learning problems.

--be able to relate the feelings of a learner who is experiencing learning problems.

PREREQUISITES

There are no special prerequisites for either the leader or participants to successfully participate in this activity. However, the leader should become very familiar with the rules of Polar Algebra prior to the activity.

TIME NEEDED

The entire activity takes approximately one hour.

Introduction	5 minutes
Problem #1	5 minutes
Remediation	10 minutes
Problem #2	5 minutes
Remediation	10 minutes
Problem #3	2 minutes
Discussion	20 minutes

MATERIALS NEEDED

1. TO BE DUPLICATED:

All pages to be duplicated are marked "Duplicator Page #__" in the upper right hand corner. Use the pages in this kit so marked as masters. The pages marked "Transparency Page #__" should be used as masters to process overhead transparencies.

--Step-Wise Approach	Duplicator Pages 1-4
--Independent Investigation	Duplicator Page 5
--Rules of Polar Algebra	Duplicator Page 6
--Learning Through Observation	Duplicator Page 7

NOTE: You will need a quantity of each of these handouts (Duplicator Pages 1-7). Since, however, participants will select which one they want, it will be impossible to know in advance how many to prepare. Make sure you have enough!

ONE FOR EACH PERSON:

--Content Evaluation Form	Duplicator Page 8
--Workshop Evaluation Form	Duplicator Page 9

2. OTHER MATERIALS:

--Problem #1	Transparency Page 1
--Optional Instructional Approaches	Transparency Page 2
--Problem #2	Transparency Page 3
--Problem #3	Transparency Page 4

--Envelopes for Duplicator Pages 1-7
(Label each envelope according to what instructional approach it contains--Step-Wise Approach, etc.)

--Overhead projector

PHYSICAL ARRANGEMENTS NEEDED

Movable chairs set up in an auditorium arrangement is okay, but tables and chairs is preferable. If tables are used, four participants per table is advisable. It is important to have flexible seating for this activity to allow participants to change seats if needed.

PROCEDURE

1. If you will be using a pre-test (Content Evaluation), you should administer it at the very beginning.

2. Briefly describe the activity:

   "During this activity you will have an opportunity to experience what it feels like to have a learning problem. You will also have an opportunity to work through your problem. I am going to show you a transparency that will demonstrate a problem that has been solved according to the rules of Polar Algebra. I will then ask you to solve a Polar Algebra problem."

3. Project Transparency #1 (cover the bottom part with a piece of paper).

   "Solve this problem according to the rules of Polar Algebra. You may use a piece of paper to help in your computations."

   (Allow 3 or 4 minutes)

   Call for participants to tell their answers.

4. Uncover the answer.

   "How many got the problem right?"

5. Project Transparency #2.

   "You will now have an opportunity to select the manner in which you will receive instruction in Polar Algebra. Examine these four options and select the option you would like to use for receiving instruction."

   Read through the four options with the participants.

6. Hand out to each participant an envelope with the type of instruction that participant would like to receive. (Duplicator Pages 1-7)

7. Allow about 10 minutes for individual instruction.

8. Briefly discuss the four different options and the participants' reactions to them.

9. Introduce next problem:

   "Now you have had a chance to better understand the rules of Polar Algebra. Let's see if you are able to do the next problem."

10. Project Transparency #3 (cover the bottom part with a piece of paper).

    "Solve this problem according to the rules of Polar Algebra."

    NOTE: The participants do NOT realize that a verticle line means "subtraction." The problem is easy to solve if turned on its side and treated as a normal subtraction problem.

    Allow 3 or 4 minutes.

    Call for participants to tell their answers.

11. Uncover the answer.

    "How many got the problem right?"

    At this point, assign those that got the problem correct as "teacher assistants" to help those that didn't get it correct. Have the assistants first ask their "students" to specify how they would like to receive instruction. Then, the assistants should provide instruction in that manner.

    Allow about 10 minutes for instruction.

12. Briefly discuss the instructional procedures that the assistants used.

13. Introduce the last problem (project Transparency #4 with the bottom part covered).

    By now everyone should be able to solve the problem.

14. Conduct a group discussion of the activity.

15. Post test (see the last pages of this guide for content evaluation and workshop evaluation forms).

DISCUSSION GUIDE

There are two different topics that you should probe during the discussion. The following questions should assist in your discussion of the activity.

Topic 1 - The feelings associated with having a learning problem.

"What kinds of feelings did this activity promote?" (i.e., frustrated, annoyed, challenged, belittled, etc.)

"Why did the activity promote these feelings?" (Didn't know the rules at the beginning, went too fast, saw others being successful, etc.)

"How are these feelings similar to the feelings of a child with a learning problem?"

"What can be done to assist in alleviating the negative feelings?"

Topic 2 - Optional procedures for instructing children with learning problems.

"How did you like the opportunity of having optional instructional approaches that you could select?"

"Did the optional instructional approaches assist you in learning?"

"How can optional approaches be used successfully in the classroom with a child who has a learning problem?"

EVALUATION

Two forms are provided which can be used to help you gather data on content learning and the workshop activity itself. On the content evaluation form we have included in italics those answers most frequently occurring during our field testing of the kit. Perhaps they will assist you to evaluate your workshop responses.

PROBLEM #1

THIS PROBLEM IS CORRECT ACCORDING TO THE RULES OF POLAR ALGEBRA

8	7	8	7
E	2	G	1
E	F	C	G

SOLVE THIS PROBLEM

[?]
G
D

WRITE YOUR ANSWER ON A SHEET OF PAPER

THE ANSWER IS [9]

OPTIONAL INSTRUCTIONAL APPROACHES

YOU HAVE FOUR OPTIONS FOR RECEIVING INSTRUCTION IN HOW TO SOLVE THIS POLAR ALGEBRA PROBLEM.

OPTION #1—STEP-WISE APPROACH
Programmed Instructional Sequence

OPTION #2—INDEPENDENT INVESTIGATION
Using Prior Learning in an Unstructured Setting

OPTION #3—THE RULES OF POLAR ALGEBRA

OPTION #4—LEARNING THROUGH OBSERVATION
Watching How Others Learn

PROBLEM #2

THIS PROBLEM IS CORRECT ACCORDING TO THE RULES OF POLAR ALGEBRA.

6	1	5
2	6	6
5	2	2
4	4	0

SOLVE THIS PROBLEM

6	3	?

WRITE YOUR ANSWER ON A SHEET OF PAPER

THE ANSWER IS 3

PROBLEM #3

THIS PROBLEM IS CORRECT ACCORDING TO THE RULES OF POLAR ALGEBRA.

G	5	1
C	G	6
E	2	1
D	D	A

SOLVE THIS PROBLEM

F	D	?

WRITE YOUR ANSWER ON A SHEET OF PAPER

THE ANSWER IS [2] OR [C]

STEP-WISE APPROACH

You have elected to use a *Step-Wise Approach* (Sequenced Approach) to learning Polar Algebra. In this step-wise approach you will be presented a programmed instructional sequence to assist you in learning the basics of Polar Algebra. Go through each step in order. Do not omit steps. Make sure you have completed each step correctly before going to the next step. The answer for each problem in the instructional program is given at the top of the page directly following the problem.

Good luck!

P.S. Please leave your envelope face up on the table.

i

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PROBLEM #1

D + D = 6
E + E = 8
F + F = 10
G + G = [?]

ii

ANSWER TO PROBLEM #1

G + G = [12]

PROBLEM #2

D + 3 = 6
E + 4 = 8
F + 5 = 10
G + 6 = [?]

iii

140.

147

ANSWER TO PROBLEM #2

G + 6 = 12

ANSWER TO PROBLEM #3

B + E = 5

ANSWER TO PROBLEM #4

A + D = 3

PROBLEM #3

B + B = 2
B + C = 3
B + D = 4
B + E = ?

iv

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PROBLEM #4

A + A = 0
A + B = 1
A + C = 2
A + D = ?

v

PROBLEM #5

B + C = 3

-OR-

3
B
C

C + C = 4

-OR-

?
C
C

vi

141.

149

ANSWER TO PROBLEM#5

$$\frac{\boxed{4}}{\begin{matrix}C\\C\end{matrix}}$$

ANSWER TO PROBLEM #6

$$\frac{\boxed{5}}{\begin{matrix}C\\D\end{matrix}}$$

ANSWER TO PROBLEM #7

$$\frac{\boxed{6}}{\begin{matrix}D\\D\end{matrix}}$$

PROBLEM #6

$$\frac{\boxed{?}}{\begin{matrix}C\\D\end{matrix}}$$

PROBLEM #7

$$\frac{\boxed{?}}{\begin{matrix}D\\D\end{matrix}}$$

PROBLEM #8

$$\frac{\boxed{?\qquad ?}}{\begin{matrix}D & C\\D & D\end{matrix}}$$

142.

ANSWER TO PROBLEM #8

6	5
D	C
D	D

ANSWER TO PROBLEM #9

C = [2]

2 = [C]

PROBLEM #9

A = 0

0 = A

B = 1

1 = B

C = [?]

2 = [?]

PROBLEM #10

NOW TRY THE ORIGINAL PROBLEM

INDEPENDENT INVESTIGATION

You have elected to use an *Independent Investigation* approach to learning Polar Algebra. Use your time as you feel will be most beneficial. Work independent of the other learners. You may want to find a quiet corner.

Good luck!

P.S. Please leave your envelope face up on the table.

RULES OF POLAR ALGEBRA

You have elected to use the *Rules of Polar Algebra* to help you learn Polar Algebra. The rules for Polar Algebra are:

Rule #1 Each letter of the alphabet has a digital value. A = 0, B = 1, C = 2, D = 3, etc.

Rule #2 In Polar Algebra the adding is done upward.

Rule #3 The sum of adding is shown above the horizontal line.

Rule #4 Numbers and letters may be mixed.

Rule #5 Above the letter "G" only numerals are used.

P.S. Please leave your envelope face up on the table.

145.

LEARNING THROUGH OBSERVATION

You have elected to learn Polar Algebra by *Learning Through Observation.* You may move freely about the room and observe how others are learning. You may ask questions of the other learners, but try to *limit your interaction* since they are also trying to learn.

Good luck!

P.S. Please leave your envelope face up on the table.

Polar Algebra

Duplicator Page #8

___ Pre ___ Post

CONTENT EVALUATION FORM

1. List four optional instructional procedures that can be used with a child who is having a problem learning how to multiply.

_____

_____

_____

_____

_____

2. What feelings does a child with a learning problem usually have when confronted with a difficult problem?

Polar Algebra

Answers to Duplicator Page #8

___ Pre Post

CONTENT EVALUATION FORM

1. List four optional instructional procedures that can be used with a child who is having a problem learning how to multiply.

Provide rules

Provide step-by-step programmed instruction

Allow independent investigation

Allow learners to watch other learners

Provide drill and practice

2. What feelings does a child with a learning problem usually have when confronted with a difficult problem?

--frustrated

--annoyed

--belittled

--bewildered

--etc.

WORKSHOP EVALUATION FORM

1. The experience was:

   ___ a) worth the time spent

   ___ b) too long

   ___ c) too short

2. Do you think you were adequately prepared for the material presented?

   ___ Yes ___ No If no, explain.

3. How does this workshop experience enhance the skills of a teacher of children with learning problems?

SECTION IX

MATCHING
LEARNER CHARACTERISTICS
WITH
MATERIAL CHARACTERISTICS

FACILITATOR NOTES

Facilitator Notes for

Matching Learner Characteristics with Material Characteristics

This module presents a method of evaluating educational materials to determine if they match a child's learning characteristics.

Stress to participants that evaluating and selecting materials is the last stage of the prescriptive programming process. The material chosen must be consistent with the objectives written for the child and the methods selected to meet those objectives.

One educational material per participant should be provided. These should be the same ones that were used in the Task Analysis of Materials module.

The participants may evaluate the materials they task analyzed or do different ones.

The discussion of the materials at the end of the module can be very beneficial. During it, participants can become exposed to the values of many different materials.

Objectives of the module

1. The participants will read the booklet Evaluating and Selecting Instructional Materials for Specified Learners, pages 1-11.

2. The participants will evaluate two educational materials, and decide if the characteristics match the characteristics of a given learner, with 100% accuracy using the criteria outlined on Worksheet 32.

Materials Needed to Complete the Module

Facilitator Materials

- Activity Notes
- Blank transparencies
- 1 transparency of Worksheet 32, both pages
- overhead
- marking pens

Participant Materials

- 1 Activity Sheet 9a per participant
- 1 Evaluating and Selecting Instructional Materials for Specific Learners per participant
- 1 educational material per participant
- 2 copies of Worksheet 32 per participant

Time Needed to Complete the Module

Approximately one hour and fifteen minutes will be needed to complete the module.

Reproduced from Informal Diagnosis and Prescriptive Programming: A Workshop, developed and distributed by the Midwest Regional Resource Center, 1332-26th Street, Des Moines, Iowa, 1976.

ACTIVITY NOTES

Activity Notes For

Matching Learner Characteristics With Material Characteristics

(HAND OUT ACTIVITY SHEET 9a AND THE BOOKLET EVALUATING AND SELECTING INSTRUCTIONAL MATERIALS FOR SPECIFIC LEARNERS. GIVE PARTICIPANTS ABOUT TWENTY MINUTES TO READ BOTH.)

Activity Sheet 9a

1. Read the booklet, Evaluating & Selecting Instructional Materials for Specific Learners, pages 1 - 11.
2. Observe the demonstration of how to complete the Material Evaluation Form, Worksheet 32.
3. Use the form to evaluate the two educational materials you previously task analyzed.
4. Decide if the materials you evaluated have characteristics that match Sally's learning characteristics.
5. Return to the large group for discussion.
6. One member of each dyad will be asked to report on the materials they evaluated.

1. Let's review the booklet you read, Evaluating and Selecting Instructional Materials for Specific Learners. Does anyone have any questions or comments about the article?

2. To select a material, we must examine two sets of characteristics - the learner's and the material's. When these two sets of characteristics match, the selection of that material should be appropriate.

(PUT A BLANK TRANSPARENCY ON THE OVERHEAD AND RECORD THE FOLLOWING.)

3. Some things to consider when evaluating learner characteristics are:

   a. what does he need to be taught?
   b. where does he need to start?
   c. how does he learn best?
   d. what is the best way to present the information to him?

4. Some things to consider when evaluating material characteristics are:

   a. what does it teach?
   b. where does it start?
   c. how does it make provisions for learning styles?
   d. in what way does it present the information?

5. You find the learner characteristics from applying formal and informal diagnostic procedures.

6. In the booklet many criteria were used to determine material characteristics. Some of these were:

   a. the objective - what the material's designed to teach

   b. the task level of the objective - does the objective focus on direct instruction (knowledge), drill and practice (memory and application) or review and test?

   c. what skills, abilities and/or concepts are taught or reinforced? How do these fit into the overall school curriculum?

   d. Prerequisite skills - what must the learner already know or be able to do in order to use the material?

   e. How is the information in the presentation designed? Does it?

      1. motivate the child?

      2. actively involve the learner?

      3. provide opportunities for practice?

      4. challenge the learner but allow for frequent success?

      5. give him feedback about his success or failure?

      6. present the information in a sequence from simple to complex?

      7. present the information in small steps?

      8. present the information so each learner can proceed at his own pace?

      9. specify the percent of correct answers needed for success?

      10. allow enough time for the learner to make a response?

7. Other important information to consider about a material is

   a. is there a teacher's guide?

   b. are the directions for the teacher adequate?

   c. how much time must be spent in preparation?

   d. how much time is needed to use the material?

   e. is evaluation information included?

8. From the data we gathered from our informal diagnostic procedures, we determined our objectives and the methods we want to use in our prescriptive program for the child. We are now ready for the final step - determining what materials to use that will let us reach our objectives through the methods we selected.

(ON THE OVERHEAD PUT A TRANSPARENCY OF WORKSHEET 27 WITH A SHORT RANGE OBJECTIVE AND AT LEAST THREE METHODS ONE COULD USE TO REACH THE OBJECTIVE. THESE MUST MATCH THE MATERIAL YOU'VE SELECTED TO EVALUATE.)

9. This is an objective that I've written for a child. I want the child to learn one digit addition facts with sums of ten or less. The methods that I could use to reach this objective are peer tutoring, games or directive teaching. Let's say I decide to use a game to reach my objective. I have several in mind and I want to evaluate them to see which would be best for Sally, the child I wrote the objective for. I want to match Sally's learner characteristics with the material's characteristics. I have gathered information on her learning characteristics by applying Systematic Inquiry.

(HAND OUT WORKSHEET 32 AND PUT A TRANSPARENCY OF PAGE 1 OF IT ON THE OVERHEAD.)

10. This is the form I'm going to use when I'm trying to match Sally's learner characteristics with the material's characteristics. On this side I list learner characteristics. The middle column lists the criteria for evaluating the material. In the last column we'll describe how the criteria is used in the material we're evaluating.

11. The first criteria we want to examine the material for is the sensory modality the child will need to use in order to receive the information in the material. Does the material require the child to use his auditory, visual, or tactile channels or a combination of these?

12. The responses the material requires the child to make is the next criteria. Does the child need to make a verbal, motor (writing) or gestural (point, nod) response. Or would he use a combination of these? Or, is no specific response required at all?

13. Is there a variety in the way the tasks are presented? If the same task is presented several times in the same material, is there some difference in the presentation? This is especially applicable when evaluating a whole series or kit with many components.

14. Is the sequence of tasks in the material correct? Apply your knowledge of task analysis when assessing the material on this criteria. For example, if you think letter names should be taught before letter sounds, does that sequence occur?

15. What is the instructional level and the interest level?

16. Is any reinforcement built into the material? This refers to specific directions in the teacher's guide to give the child a token or praise, etc. If reinforcement is built in, what kind is it? Verbal praise? Candy, etc.

(PUT A TRANSPARENCY OF PAGE 2 OF WORKSHEET 32 ON THE OVERHEAD.)

17. Does the material provide opportunities for the child to practice the skill it is teaching? Or does it present one new skill right after another?

18. How many concepts are taught in each lesson?

19. How much time is needed for each lesson? Is this length suitable for the age and type of child the material was designed for?

20. What is the format of the material? Kit? Game? Book? Is the print large enough? Are the pages cluttered with too many words and pictures?etc.

21. What kind of teacher - learner interaction or presentation mode is required? One-to-one? Teacher - to - small group? Teacher-to-large group? Can the material be used by the child independently?

22. What other material characteristics do you notice that you would want to match up to learner characteristics? Refer to page 6 in Evaluating and Selecting Instructional Materials for Specific Learners for some suggestions.

(RECORD RESPONSES AND DISCUSS THEM.)

23. Now I am going to evaluate the Quizmo game to see if it matches the characteristics of my child. Let's say that I have gathered the following information about Sally's learning characteristics by using informal diagnostic techniques, specifically systematic inquiry.

    a. Sally has trouble with story problems

    b. is in second grade

    c. can hear

    d. can make circles

    e. works well in a small group

    f. responds well to social praise

    g. can't learn something unless a great deal of practice is provided

    h. can't learn something which is presented only visually. She needs the auditory stimulus coupled with the visual presentation.

(FILL IN THESE CHARACTERISTICS IN THE "LEARNER CHARACTERISTICS" COLUMN ON THE FIRST PAGE OF THE TRANSPARENCY)

24. I am going to read each criteria and try to find specific examples of that criteria in the material I am evaluating. I will write these examples in the "Materials Characteristics" and, when I am finished I I will see how the Learner and Material Characteristics columns match.

25. Sensory modality - how is the material presented to the child? Quizmo can be used in two ways. The child can read the card - there the input would be visual - or someone can read the card to him - the input then would be auditory.

(RECORD THESE AND THE OTHER MATERIAL CHARACTERISTICS IN THE RIGHT HAND COLUMN OF THE TRANSPARENCY.)

26. The response required of the child is motor. The child places a marker over a number on a card.

27. Varieties of presentation of the task --- this criteria is really more applicable when you are evaluating a basal reading and/or math series or a kit of lessons. Quizmo presents the task solving addition or subtraction problems in only one way. So, we can not say it presents the tasks in a variety of ways.

28. The next criteria, sequence of the tasks in the presentation, isn't really applicable to Quizmo. That criteria is more applicable when you're evaluating a basal series or a whole kit of lessons.

29. Instruction level is grades two through six and so is the interest level.

30. Next is reinforcement. None is provided in this game. Remember that reinforcement refers to specific instructions to give verbal praise, a token, etc.

31. Is practice provided? This criteria is met in Quizmo. It definitely supplies lots of drill.

32. How many concepts are taught in a lesson? Quizmo teaches only one concept - either addition or subtraction.

33. What is the length of lesson? This can vary with how long you decide to play the game. Most children can play it about fifteen to twenty minutes without becoming bored.

34. What is the format? Quizmo is a game with cards with numbers on them and markers.

35. What teacher-learner interaction is required? It can be played on a one-to-one basis with a teacher and a child or with another child acting as the teacher. It can also be played in small groups with either the teacher, or a child designated as the teacher, being the leader.

36. What other criteria is applicable? Here you can mark any other criteria you're using to evaluate the material.

37. Now, let's compare what we've found out about Quizmo with Sally's learner characteristics.

38. Sally's first characteristic is that she has trouble with story problems. Quizmo matches Sally on this point because it presents numbers only and no story problems.

39. The next characteristic is that she's in second grade. Both the instruction and interest level of Quizmo fall within the second grade range so it is applicable in this respect.

40. Sally can hear. This is applicable if the game is played where the teacher or leader reads the problem orally to the child.

41. Sally can make circles. This characteristic of Sally's doesn't really matter when we use Quizmo.

42. Sally works well in a small group. Quizmo can be used in a small group so this characteristic matches.

43. She responds well to social praise. Quizmo makes no provisions for reinforcement.

44. She can't learn something unless much practice is provided. Quizmo does provide practice so these characteristics match.

45. Sally can't learn a skill unless it is presented auditorially and visually. If Quizmo is played so that someone reads the problem outloud and shows the players the card with the problem written on it, the game can meet this learner characteristic.

46. So, Sally and Quizmo both have six characteristics that match. Of Sally's learner characteristics one isn't applicable and the other, responds well to social praise, isn't provided for by the game.

47. After you have matched the learner and material characteristics, you must make a decision as to whether or not the material and child match on enough characteristics to warrant your using the material. If they may match on only two or three out of many, you might want to evaluate other materials to see if you can find one where there is a more complete match-up.

48. Please complete the worksheet for the two materials you task analyzed. Always remember to include specific examples.

49. After you've finished each analysis, decide if the material matches with Sally's learner characteristics. Later, you'll present your evaluations to the group. When you present your evaluation, we'll ask you to give specific examples of the criteria you found the material to possess.

(WHEN EVERYONE HAS FINISHED THEIR EVALUATIONS, HAVE THE GROUP FORM A CIRCLE AND ASK EACH DYAD TO PRESENT THEIR EVALUATIONS. ASK THEM TO GIVE SPECIFIC EXAMPLES OF THE CRITERIA THEY THINK THE MATERIAL HAS. IF THEY THINK THE MATERIAL THEY EVALUATED HAD CHARACTERISTICS THAT MATCH WITH SALLY'S CHARACTERISTICS, WRITE THE MATERIAL'S NAME ON A BLANK TRANSPARENCY ON THE OVERHEAD **AND** ASK THE PARTICIPANTS TO RECORD THE MATERIALS NAME IN THE "MATERIALS" COLUMN OF WORKSHEET 27.)

(AT THE CONCLUSION OF THIS ACTIVITY, ASK THE PARTICIPANTS THE FOLLOWING QUESTIONS:)

50. What do you think are the strong and weak points of evaluating materials in this manner?

51. Are there other criteria you would like on this form?

ACTIVITY SHEETS

Matching Learner Characteristics with Material Characteristics

Activity Sheet 9a

1. Read the booklet, Evaluating and Selecting Instructional Materials for Specific Learners, pages 1-11.

2. Observe the demonstration of how to complete the Material Evaluation Form, Worksheet 32.

3. Use the form to evaluate the two educational materials you previously task analyzed.

4. Decide if the materials you evaluated have characteristics that match Sally's learning characteristics.

5. Return to the large group for discussion.

6. One member of each dyad will be asked to report on the materials they evaluated.

WORKSHEETS

Material Evaluation Form

Worksheet 32
(Use in Activity 9a)

LEARNER CHARACTERISTICS	CRITERIA FOR MATERIAL SELECTION	DESCRIBE THE MATERIAL IN TERMS OF THE CRITERIA USING SPECIFIC EXAMPLES
	1. Sensory modality(ies) (Input, reception)	
	2. Child Response Required (Output)	
	3. Varieties of presentations of the tasks	
	4. Sequence of the tasks in the presentation	
	5. Instructional Level/Interest Level	
	6. Reinforcement	

SECTION X

SUPPLEMENTAL MATERIAL THAT CAN BE USED WITH THE LEARNING METHODS AND MATERIALS MODULES

MATERIALS ANALYSIS GUIDELINES

NAME of Material

Publisher

Cost

1. Purpose of the material

2. What does material do to work toward meeting that purpose?

3. Quantitative Information:

   Interst Level
   Reading Level

4. How is material organized? (units, chapters, lessons, etc.)

5. How is material presented to student? (paper-pencil, orally, audio-visual, tactile, kinesthetic?)

6. How does the learner interact and/or respond to the material? What does the learner do to or with the material?

7. How do teacher and student know when response is correct?

8. How does student demonstrate proficiency? What does he have to do to show his knowledge of the material?

9. Is there a statement which indicates the level of response, or a designated percent of correct responses the student must make to indicate his mastery of the material?

10. Note any special characteristics, techniques, or information presented in this material.

11. Does use of this material require any special or unusual conditions or equipment?

12. Teacher involvement

    a. In preparation
    b. In use
    c. After completion by student

13. Teacher's guidelines

14. Physical properties of the material

    a. Describe special apparatus
    b. Illustrations
    c. Printing
    d. Size (if large or unusual)

SOME SUGGESTED MATERIALS
FOR FOUR MAJOR LEARNING AREAS

I. Motor Learning

Getman-Kane Physiology of Readiness

Developing Learning Readiness
(Visual, Motor, Tactile Skills Program)

Valett The Remediation of Learning Disabilities, Fearon Pub.
(For all four areas listed)

Pathway School Program - Eye-Hand Coordination Exercises - G.N.

Getman, Teaching Resources (bat and ball exercises)

Physical Fitness Records - Bowmar (this is a series of records pre-school through intermediate)

Move, Grow, Learn Program - Follett

Balance Beam - Childcraft

Rocking Boat (a teetertotter-type of activity) Creative Playthings

Body Movement Activity Cards - Trend

Various sized balls for rolling, throwing, catching

Super Punch Bag - Creative Playthings

II. Perceptual Learning

Large and Small Parquetry and Patterns - DLM (Development Learning Materials)

Buzzer Board and Cards - DLM (Developmental Learning Materials)

Frostig Visual Perception Program - Follett

Dubnoff School Program Level 1 and 2 - Teaching Resources

Visual-Motor Perception Materials, Ruth Cheeves Teaching Resources

Cuisenaire Rods Cuisenaire Co. of America

Geo Boards Cuisenaire Co. of America

Continental Press Worksheets (perceptual, visual) Continental Press

Milliken Series of workbooks (perceptual, visual, auditory)

Milliken Publishing Co.
To be published in January, 1977

Playskool Whole-Part Puzzles - Playskool

Straight Lined Puzzles - DLM (Developmental Learning Materials)

Space Relationship Cards - Milton Bradley

Fairbanks-Robinson Program Levels 1 and 2 - Teaching Resources

Building Bead Patternsn - Ideal

Clear Stencils - DLM (Developmental Learning Materials)

GOAL Kit (various perceptual activities) - Milton Bradley

Tachistoscope - can be attached to filmstrip projector

III. Language Learning Materials

Peabody Language Development Kits (Pre. Kdg., 1, 2, 3) - American Guidance Service

Objects That Rhyme - Ideal

Sequential Picture Cards - DLM (Developmental Learning Materials)

Goldman-Lynch Sounds and Symbols Kit - American Guidance Service

Take (phonic skills) - Garrard

Flannel Board Stories Series - Instructo

Developing Understanding of Self and Others - (DUSO - American Guidance Service)

Motor - Expressive Language Cards (1&2) - DLM (Developmental Learning Materials)

Listen and Think Tapes - McGraw-Hill (Under EDL Inc.)

Phonic Rummy (A,B,C) - Kenworthy Educational Materials

Language Approach to Reading, Bill Martin - Holt, Rinehart & Winston

Helping Young Children Develop Language Skills, by Merie Karnes - Council for Exceptional Children

Auditory Training - Familiar Sounds - DLM (Developmental Learning Materials)

The Quiet Pal Game and The End-in-E-Game - Ideal

Developing Number Experiences - Holt, Rinehart, & Winston

The Listen-Hear Books - Follett

The New Linguistic Block Series - Scott Foresman

Rolling Phonics Series - Scott Foresman

Language Master and Cards - Bell & Howell

IV. Symbolic Learning Materials

Ginn Word Enrichment Program (7 levels) - Ginn Co.

Count-a-Ladder - Ederkaid of Ridgewood

Life Skills Materials (Upper Grades) - Milliken Publishing Company (Jan-April 1977)

Programmed Math - McGraw-Hill

Spelling Games Kits - Lyons & Carnahan

BRS Sattelite Kit (Linguistic Booklets) - SRA

Listen-Look-Learn Reading Tapes and Workbooks - Ideal

Multi-media Kits for Social Studies - Society for Visual Education

Clip & Stick Map Set - DLM (Developmental Learning Materials)

Cuisenaire Rods and Kit - Cuisenaire Co. of America

Arithma-Cubes - Scott Foresman

Multiplication and Division Machines - DLM (Developmental Learning Materials)

Multi-media Kit for Science - Society for Visual Education

Science - A Process Approach - Ginn & Co. (Xerox Corp.)

DEVELOPMENTAL INFORMATION

Child's name _____ Birth date _____

Address _____ Telephone _____

Father's name _____ Occupation _____ Education _____

Mother's name _____ Occupation _____ Education _____

Other children at home (names and ages) _____

_____

What do you consider your child's major problem to be at this time?

Was this child a normal birth? _____

Describe any special growth or developmental problems in the preschool years.

At what age did your child:

Sit _____ Walk _____

Speak first word _____ Use Sentences _____

Become toilet trained _____ Feed himself _____

Dress himself _____ Wash himself _____

Describe any special eating or sleeping problems.

List your child's favorite foods, drinks, desserts, and candies.

Describe any special interests, hobbies, use of leisure time.

List special skills, talents, successes (athletics, music, etc.)

What are your child's fears or worries?

List any undesirable habits (biting fingernails, etc.)

Describe any traumatic or unusual experiences.

Describe how child gets along with:

Mother _____

Father _____

Brothers _____

Sisters _____

What are your child's family responsibilities or chores?

Does he receive an allowance? (If so, how much?)

Describe the discipline methods you have used, including rewards and punishment.

Does he have the opportunity to make choices? For example, select his breakfast food, sox, clothes each day, etc.

Comments and related information?

GENERAL POINTERS FOR CLASSROOM ORGANIZATION

I. Use of Materials and Resources

A. Materials

1. Know and apply the materials in your room, the library, or the resource center, so that you are aware of what can be used for various learning problems.

2. List on cards or sheets of paper materials you will be using for the different areas of learning (motor, perceptual, etc.)

3. Make use of old books and workbooks by taking them apart and using them for independent activities.

4. When purchasing materials, question the validity and then the appropriateness of the items for your students. "Shop and compare" the different companies.

B. Use of Resources

1. Find out specifically what "Specialists" require of you so that you observe and refer children with learning problems.

2. When working with teacher-aides, plan specific activities for the aide to carry out with specific children. Make sure you explain activity and record keeping aspects clearly.

3. Make use of more advanced students in your classroom or older students in the school to work as "tutors" with the child having learning problems. The activities must be very specific. (This is a good chance for the upper level student who has his own learning problems to help someone younger and with more basic needs.)

4. Volunteers can be scheduled into your classroom day. This makes use of parents and high school students. Again, specific directions on the activity to be carried out as well as the record keeping should be carefully explained by the teacher for the benefit of the student being helped.

II. Importance of Record Keeping Based on Accurate Observation

A. Records are for ongoing assessment of activities given.

1. Materials used should be recorded.

2. Anecdotal records of behavior should be recorded. (Format can be one of card files, monthly sheets, notebook, etc.)

B. Records are for the purpose of showing pre- and post-testing of a child's abilities after the teaching methods chosen have been applied.

1. If significant changes are not seen, new methods are applied in the classroom.

2. When classroom procedures are not working, the records can be turned over to the Specialists for further help for the individual child.

C. Records indicating strengths and deficits of students are important for structuring your teaching program.

D. Records, checklists, and anecdotal notes are very important for the following teacher as well as the counselor, social worker, etc.

E. Most important of all, records are very important for informing the parents:

1. As to their child's strengths and weaknesses.
2. What you are doing for his learning problems.
3. What progress the child is making.

Records based on accurate observations = Accountability.

III. Compensatory Approaches

It is important to help the student move towards success while being realistic about his learning abilities.

A. Contracting - an establishing of goals with the learner based on the teacher's knowledge of that student's strengths and weaknesses.

B. Tailoring assignments - the teacher may need to (1) shorten an assignment; (2) allow the student to use a typewriter or a tape recorder for handing in assignments, etc. It is most important that the student be required to hand in his assignments.

C. Pairing people for studying - choose partners carefully so that each person benefits from the team effort.

D. Differentiated testing - oral testing may be needed rather than written. (such as on a spelling test) Teacher aides, volunteers, or tape recorders can be of much value here.

E. Differentiated reporting - instead of written reports, it may be necessary to allow the students to present dioramas, a pantomime, photographs or drawings, file cards, etc. to show their knowledge.

Worksheet 32 (Use in Activity 9a)

LEARNER CHARACTERISTICS	CRITERIA FOR MATERIAL SELECTION	DESCRIBE THE MATERIAL IN TERMS OF THE CRITERIA USING SPECIFIC EXAMPLES
	7. Practice provided	
	8. Number of concepts taught in a lesson	
	9. Length of lesson	
	10. Format	
	11. Teacher-Learner Interaction	
	12. Other	